

TEACHER EDUCATION IN INDIA AND ABROAD



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CHAPTER I

Foundation of Teacher Education

Introduction

It has been customary in teacher education courses that Principles of Education, Educational Psychology and history of education of the country are taught. Later on these courses were reformulated and Philosophical and Sociological foundations of Education replaced the Principles of Education. Psychological Foundations of Education replaced the courses in Educational Psychology. History of Education of the country has been replaced with current problems of the education of the country.

However, very little thought has been given in the books of Teacher Education written in this country about the background of these Foundation courses.

An attempt has been made to throw some light on the Philosophical, Psychological and Sociological foundations of Teacher education in the following sections :

Philosophical Foundations

Philosophical Foundations of Education are taught as a compulsory requirement in teacher education. However, there are three conceptions of Philosophical foundations of education. The first conception resembles with the concept of a "philosophy of life" which requires deep enquiry into the meaning of life. In several teacher training institutions the teachers teach Philosophical Foundations of Education in the name of Principles of Education. Their task is to enumerate values not simply to ask limited questions of a philosophical

sort about the meaning and justification of value judgments. The classical books in this area are A.N. Whitehead's "The Aims of Education" (1929) and Sir Percy Nunn's *Education : Its Data and First Principles* (1920).

But it has to be realized that philosopher in the capacity of Philosopher cannot formulate principles of teaching. They can be formulated only by those who have practical experience. Such principles are the offsprings of empirical generalizations and of value-judgments. So the Philosopher alone cannot determine whether those principles of teaching are valid or not. However, the philosopher is in a very good position to scrutinize the empirical facts and moral judgments and pronounce certain principles but he is not in a position to pronounce on the truth of such principles.

However, it does not mean that there is no place for Principles of Education in the training of teachers. The position is just reverse. The training of teachers requires clarification, improvement and modification of such principles in the light of advanced knowledge and changed conditions. The only point of caution is that the formulation, discussion and pronouncement of such principles should not be the sole function of the philosopher.

The second conception of the Philosophical Foundations of Education is to familiarize the student-teachers with the educational ideas of the past great educators. In several teacher training institutions it was a practice till recent past that teachers used to teach history of educational ideas from Plato to Dewey. The teachers tried to relate the classical writings of the famous philosophers with the present educational issues. There is no doubt that these courses had their importance to make the student-teacher "educated". They provided awareness of the history of ideas about education. But the point of objection was whether historical ideas of education should be included in Philosophical Foundations of Education. For example take the views of Plato on Education. They include every type of empirical generalisations about the development of child, learning and teaching. Whether they

provide better background for Philosophical foundations of education or his theory of ideas, his conception of dialectic and his analysis of knowledge. Another objection was about the approach of teaching Philosophical Foundations. The teachers used to extract the ideas from the classical writings of great thinkers and apply them to present conditions. They did not provide them any training for critical analysis of these educational ideas. Another objection whether the Philosophical Foundations of Education should be started from the Past or the present educational issues. If for the sake of argument it is accepted that it can be started from the past also. Then the question arises why the teachers training institutions do not start Psychological Foundations of Education from the classical works of Locke, Mill, Herbart, Wundt and Thorndike. If it is not done in Psychological Foundations of Education, justification would be needed to start Philosophical Foundations of Education from the classical writings of Comenius, Locke and Rousseau.

The third conception of the Philosophical Foundations of Education is the approach that it is taught from philosophical approach in strict sense. The teachers following this approach present traditional problems of pure philosophy before the student-teachers and expect from them to draw out their relevance to education. This conception has been developed by those teachers in teachers' training institutions who are basically men of philosophy and not of education and try to imitate the teachers of Philosophy in Colleges of Arts and Humanities. The main point of objection against this conception is that it is not concerned specifically enough with what is educational. There is no doubt that one cannot teach Philosophy without tackling fundamental issues in Logic, epistemology and metaphysics but their rudiments are much more easily understood in relation to real problems such as those related with punishment, equality, liberty and the nature of school subjects rather than in more abstract discussion on ethics and theory of knowledge.

However, John Dewey who was eminent philosopher of his time took the right approach in philosophical foundations of

education. He started from educational issues and analysed and argued in ethics and philosophy of minds whose relevance was clear and direct. He discussed most of the important issues in education in terms of his own more general theories. He presented issues in such a manner that relevance of philosophy of education was not questioned.

Philosophy of education has an obvious use. It enables people to go about their business in a more clear headed way and to spend less energy and time in understanding. It helps them to find out justification for policies which the educationists are required to implement in schools. This quality of clear-headedness and critical outlook provides great help in producing good citizens for a democracy.

Philosophy is an integral part of education. It was not so essential in the past. Teachers learnt from experienced teachers through apprenticeship system. There was no disagreement about the aims, procedures, principles of school organization, class management and the curriculum and people knew nothing about the Psychology of children and the social conditions under which they lived. But its importance in education cannot be over emphasized these days when education has no longer agreed aims, procedures are under regular change, old principles of school organization, class management and the curriculum are constantly challenged. Thus the issue is not whether a teacher should be provided the knowledge of Philosophical foundations of education or not. The issue is whether it should be taught in a sloppy or in a rigorous manner.

The philosophical foundations of education should be taught in such a way in the teachers' training institutions and Colleges of education that it gradually changes the outlook and manner of approach of student-teachers to problems of educations. This does not mean that we should teach dry course of philosophical foundations of education and should not consider the interest and experience of students, otherwise they would study it only for the purpose of obtaining B.Ed. degree. There are many educational problems which can be studied from philosophical, sociological, Psychological and historical aspects. The problems of discipline, methods of

teaching, organization of the school, preparation of courses of study and development of procedure of assessment can be studied from different aspects. When the interest and experiences of students are fully developed in the educational problems, the necessary mental apparatus could be developed for meeting these problems with clarity and precision. The student teachers are generally mature having already obtained B.A. or M.A. degrees can develop some precision of thought in educational theory till they complete their course of teacher-education.

R.S. Peters in his paper "Philosophy of Education" has outlined three principles underlying the teaching of Philosophy at the level of initial training. They are :

- (a) relevance to practical problems and interests of teachers in training.
- (b) possibility of linking with other disciplines.
- (c) desirability of leading on to fundamental problems in philosophy itself.

(i) He starts with the first principles. He says that there are bound to be differences according to the age range of the children whom the teacher is being trained to teach. The problems of discipline and dealing with school subjects are more for secondary school teachers than primary school teachers. The following topics may be included in the course of Philosophical foundations of education in secondary teacher education :

(a) Meaning of Education : Formal and informal education. The changing concept of education-need for a comprehensive definition of education.

(b) Aims of education : Aims of education as correlative to ideals of life in brief historical perspective. Individual and social aims of education-need for a synthesis.

(c) Philosophy of Education : Meaning and Functions of Philosophy. Importance of Philosophy for education.

(d) Our social frames of reference and Education : Democracy, Socialism, Secularism and National integration, their implications for education.

(e) Moral education

(f) The ethics of punishment and discipline.

(ii) The principle of possibility of linking with other disciplines is very much applicable specially with psychology and sociology. Since the individual as well as social aims of education are to be taught. They can be easily linked with sociology. Democracy, socialism, secularism and national integrations are such important concepts that they have direct link with Indian sociology.

Similarly moral education and ethics of punishment and discipline have direct linking with psychology. Since Philosophy and Psychology have been linked together for a long time, the functions and importance of philosophy have a great possibility of linking with the psychology.

(iii) Some topics in Philosophical foundations of Education course are far better than others in the desirability of leading on to fundamental problems in Philosophy itself. The "ethics of punishment", for example, or "democracy" have better chances for discussion leading to the fundamental issues of moral philosophy. The analysis of "education" itself is an excellent introduction to conceptual analysis and leads readily into ethical issues to do with the justification of what is worth handing on. It is possible that other topics of Philosophical Foundations of Educations may be more related with first and second principles. R.S. Peters argues that "at this level of teaching the philosophy of education there is a constant tension between attempting to illuminate and clarify concrete issues so that teachers can go about their business in a more clear-headed way, and drawing them deeper into the discipline so that they can begin to develop a distinctive form of thought which will entail a more rigorous overhaul of their fundamental beliefs and ideals. The effectiveness of teaching philosophy at this level will be revealed both in the autonomy and critical experimental attitude which teachers begin in the later stages of teaching practice, as well as in their desire to return to the philosophy of education in a more rigorous way when they are established as teachers.

For such a concept of philosophy of education to be implemented, there must be much more cross-fertilization between philosophy and educational studies. On the one hand some of those who have been trained in 'the revolution of philosophy' must apply themselves seriously to the concepts and arguments which are bandied about in educational theory. On the other hand some lecturers or potential lecturers in education must spend a few years acquiring a philosophical training so that they can tackle problems with which they are only too familiar with more rigour than has been exhibited in the past. Plato once argued that Society could only be saved if either philosophers became kings or kings became philosophers. This was somewhat dangerous and pretentious advice at the political level ; but it has a point if it is applied to the kind of co-operation which is necessary between educationalists and philosophers in ploughing the uncultivated field of Philosophical Foundations of Education."

Psychological Foundations

Tibble in "Psychological Theories and Teacher Training" an article published in Year Book of Education (1963) has shown that psychological studies in courses of education have grown steadily influence over the last seventy or eighty years and that, however, much they may disagree among themselves. College teachers concerned with this subject are increasingly convinced of its importance. It has an indispensable part to play in the change of educational thought and practice. In various aspects of the teacher education, studies in psychology have been made such as understanding of child, understanding of child's difficulties, failures and successes of child in learning, Principles of human motivation, etc. The application of psychology to teacher education in the form of new approaches to reading and Mathematics, teaching of languages and programmed learning cannot be ignored.

However, there is a controversy as to what constitutes the proper fields of psychological study for teacher education. A straightforward reply for inclusion or exclusion of this or that topic cannot be given. Separate treatment of these topics

would not help the student-teacher. What is needed are some more general criteria on which to justify inclusion or exclusion but throughout teacher education course it must be constantly linked with educational theory paper and with the other foundation disciplines of education.

What is needed in teaching of psychology to student-teachers is the question of relevance of psychological studies to education. The question is how we are to conceive of relevance. What is there about two forms of thought which enable one to be relevant to the other. They can be so only if in some sense they are akin to one another, that is having something in common. Discovery of the common ground gives the answer to the second question which is concerned with erecting criteria for judging relevance. Once criteria have been obtained two forms of thought may be explored and a kind of kinship map constructed. The difficulty lies in the fact that the common ground consists largely of shared presuppositions which involve value judgments. On the basis of these, selections may be made from the range of thought which comprises the total common ground. Thus it becomes possible to define areas of psychological thought which have a highly degree of relevance to educational thought. One question remains, one which is quite crucial for the student-teacher. How can what has been rationally shown to be relevant become effectively relevant in a personal sense—that is, in action?

The structure, scope, content and treatment of psychological studies must obviously vary with the background of the students, yet it should be possible to apply similar principles. In the introductory stages there is much to be said for an approach involving integration of psychology with the other disciplines. A course beginning with a co-operative treatment of themes such as children and their families, teaching and teachers and the school as a community and an institution within society, could do much to give education studies the manifest relevance for students which they often seem to lack. Such an approach moreover provides for the essential discipline of observation, inquiry, reflection and interpretation which is necessary prelude to the more differentiated and formal treat-

ment of various fundamental themes within the separate contributory disciplines. As differentiation and formal study increase, however, there will always be a constant need for the kind of reintegration which is relevant to educational action.

Psychological Foundations of Education, therefore, is taught as one of the compulsory subjects in teacher education.

The following courses of study are generally taught in Psychological Foundations of Education on secondary teacher education :

- (1) Psychology as a discipline :
 - (a) The nature of educational psychology.
 - (b) The contribution of psychology to teacher education.
- (2) Human growth and development :
 - (a) Heredity and environment
 - (b) Physiological and biological bases of growth bases of growth-development, maturation and learning.
 - (c) Individual differences and how they affect teaching and learning.
 - (d) The nature and nature of abilities and interests.
 - (e) The nature and meaning of intelligence.
 - (f) Emotional and social developments.
- (3) The construction and use of Tests :
 - (a) Common types of tests.
 - (b) The measurement of abilities, intelligence, interests and achievements.
 - (c) Test validity and reliability.
 - (d) Elementary statistics as they relate to test construction, test improvement and grading.
- (4) The nature of learning :
 - (a) Theories of learning.
 - (b) Relevance of School work to adolescent needs.

- (c) Motives and incentives.
- (d) Discipline.
- (e) Research on teacher-learning process.
- (5) Psychological bases of learning by doing :
 - (a) Learning of motor skills.
 - (b) Integration of Theory and practice.
- (6) Mental Health in the School :
 - (a) Psychodynamics of human behaviour.
 - (b) Psychological mechanism and types of mental disorder.
 - (c) The role of educational agencies in mental health.
- (7) Psychological Foundations of creativeness :
 - (a) Principles of Creativeness.
 - (b) Review of research in creativeness.
 - (c) The identification and development of talent broadly defined.
- (8) The application of psychological theories and principles of common school problems :
 - (a) How to develop staff relationships ?
 - (b) How to deal with problems of student indiscipline ?
 - (c) How to provide for individual differences while making maximum group progress ?
 - (d) How to make the evaluation system organic to the instructional programme ?
 - (e) How to carry on pupil-teacher planning within a fixed syllabus ?
 - (f) How to organize a class in order to encourage individual and group creativeness.

Sociological Foundations

Several thinkers have contributed for the development of sociological understanding during the present century. However, the sociology has been given the status of a university

study very recently. The same position exists in the Departments and Colleges of Education. Although the study of Sociological Foundations of Education has been made a compulsory subject for secondary teacher education, the shortage of qualified persons in Sociology has been responsible for a small part of sociological studies in secondary teacher education course. Most of the work in Sociology of education in the Secondary Teacher Training Colleges and Departments of Education is undertaken by those with interests rather than qualifications in the subject.

There is a feeling that disciplines which underly the study of education courses come in the way of the sort of synoptic understanding that the teacher needs in the face to face classroom situation and approach through specialists of disciplines does not fulfil the aims and ideals of teacher education. (The core of the education course should be a study of children in the complex situations of life. In this way student-teachers will see that the true inter-relationships of the various branches of education and the essential sociology will receive its due attention.) On the other hand if education is departmentalised into a number of specialisms, student-teachers would feel the difficulty of forming a synthesis. This approach leads to the situation in which the work in education is divided on the basis of number of student-teachers rather than area of specialisation of teacher-educator. A group of student-teachers is assigned to one teacher who may possess qualifications or training in none of the fields involved. This approach has its advantage of close personal contact and supervision of study. But on the other hand it can be argued that given the improved educational level of students, the increasing complexity of educational process and the growth of understanding about social and psychological phenomena, such an approach to the study of education and teacher education cannot be justified. The introduction of General Education Courses in the universities has sometimes been given as a justification for an integrated approach to educational studies in the Colleges. But it should not be forgotten that integrative and inter-disciplinary programmes can have very different meanings at various levels of the educational ladder.

There is a need to understand the difference between the Sociology of Education and Educational Sociology. The Sociologists are interested in education because it is one of the central activities of industrialised societies and the ways in which the young are inducted into full membership of them. The educator is interested in the contribution that specialist studies make to the practical activity of educating, he wants to make use of the findings of the sociologist and when he himself undertakes sociological research and inquiry it is nearly always with a useful purpose of some kind or another in mind.

Educational Sociology can play an important part in teacher education courses. It can bring a good deal of sociological insight to bear upon educational problems. It should be empirical rather than hortatory, objective rather than inspirational and analytic rather than synoptic.

(Educational Sociology is the application of sociological knowledge and techniques to educational problems in the fields of human relations and material well being. It is concerned with the total educational process in school and outside wherever people learn and our business is the practical one of helping to solve issues which interfere with the achievement of group goals. It has to bring insight on group life situations to advance in season and out what we should call group process education in field programmes and classroom teaching.

This approach of sociology to education can be more useful for the student-teachers.

However, the following topics are generally included in the course of Sociological foundations in Secondary teacher education :

- (1) Education and Economics
- (2) Education and Politics
- (3) Education and Social Institutions
- (4) Education and Science
- (5) Education as instrument of national policy
- (6) Impact of Science and technology on education
- (7) Education for democratic living

CHAPTER II

Objectives of Teacher Education

Introduction

It must be remembered that the quality of a nation depends upon classroom teaching in the school. The quality of classroom teaching in the schools depends upon the quality of education of teachers. The quality of education of teachers depends upon the knowledge of subject matter on the one hand and knowledge of pedagogy on the other hand. The knowledge of pedagogy and its application to day-to-day classroom teaching depends upon the objectives of teacher education which have been kept as ideals in the preparation of school teachers.

In our teacher-education institutions the cognitive goals of teaching have been emphasized over a long time. In theory it has been advocated that school is responsible for the total development of the personality of the child but in practice the total teacher education programme has been geared for the mental development and had rarely included educational experiences that could enable him to stimulate the socio-emotional and moral development of the child.

The teacher Education curriculum—a frame work prepared for National Council of teacher education has given emphasis to those objectives also which are pertaining to the development of attitude and values.

Accordingly the following objectives have been suggested in Teacher Education Curriculum—a Frame work.

General Objectives of Teacher Education

The future teacher should :

(1) Develop Gandhian Values of education such as non-violence truthfulness, self-discipline, self-reliance and dignity of labour.

These values are universally accepted. There is no need to associate them with any person because there are some persons in our country who prefer Marx to Gandhi.

(2) Perceive his role as an agent of social change in the Community.

Education is considered an important instrument of social transformation. This can be done through teacher only and the teacher can perform this function if he is trained for that in the programme of teacher education.

(3) Perceive his role not only as a leader of the children but also that of a guide to the community.

India lives in villages. Indian Community lives in villages. Its majority is illiterate and uneducated. The teacher is an educated person in that group. Naturally he has to play a role of leader of the Community. He can play this role effectively when he is prepared for it in the programme of teacher education.

(4) Act as liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.

The school has remained isolated from the community. There has been no connection in what is done in the classroom with what happens in the community. The school education has failed to play the role of liaison between the inside classroom and outside classroom activities. If the teacher has to do this function, the programme of teacher education should act as a liaison between the school and the community.

(5) Not only use but also help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.

Every nation feels proud of its environmental resources and historical monuments and cultural heritage. It wants to conserve the resources and preserve the monuments and other cultural heritage. The future citizens of the nation are to be trained for this during their school and college education. This is possible if the student-teachers develop proper attitude towards environmental resources and historical monuments and other cultural heritage. So it should be one of the objectives of teacher education that student-teachers not only use but help in conservation of environmental resources and preservation of historical monuments and other cultural heritage.

(6) Possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems and skills to guide and counsel them.

The school children have academic, social, emotional and personal problems. It is the responsibility of the school teachers to understand the children and their problems and to guide and counsel them in their solutions. The teachers can perform this duty if they are trained for that during their teacher education programme.

(7) Develop an understanding of the objectives of school education in the Indian context and awareness of the role of the school in achieving goals of building up a democratic, secular and socialist society.

Every nation prescribes certain goals of secondary education based upon its cultural heritage. In the U.S.A. the Educational Policies Commission recommended the objectives of self-realization, of human relationship, of economic efficiency and of civic responsibility. Indian school education wants to develop citizens who are productive, believe in social justice and national integration and possess values befitting a democratic, socialist and secular Society. This is possible if the teachers themselves believe in them and possess these values. It is the responsibility of teacher education institutions that they should develop these qualities in their student-teachers through appropriate learning experiences.

(8) Develop understandings, interests, attitudes and skills which would enable him to foster all-round growth and development of the children under care.

The teacher is responsible for the total development of the child. He can fulfil this responsibility if he understands the children, knows their interests and attitude and can develop necessary skills in them. The teacher can develop these qualities if he is prepared for them in teacher education institutions. Various types of psychological tests have been developed which help the teacher in understanding the children, knowing their interests and attitudes. The teacher education institutions should train the teachers in administering the tests and interpreting them.

(9) Develop competence to teach on the basis of the accepted principles of learning and teaching.

There are certain principles of learning and teaching such as follows :

(a) The educational institution and the teacher should take account not only of the direct contribution made to students in providing for the acquisition of skills and knowledge but also of the indirect contributions made in guiding the development of attitudes, points of views, goals and ideals.

(b) The fundamental basis for the organization of experience is activity or study directed toward worth-while goals, preferably those constructed co-operatively by the student and the teacher.

(c) Learning is easier if some form or plan of total subject matter organization is apparent.

(d) The principles involved in the solution of a problem should be apparent. Mere memorization of the steps in a solution is not sufficient for effective retention.

(e) Learning is more effective when student and teacher activity is characterized by variety and when stereotyped activity is assiduously avoided.

This list of principles is suggestive and not exhaustive. It is the responsibility of the teacher training institutions that future teachers should be provided knowledge and understanding of the principles of teaching and learning.

(10) Develop communication, and psychomotor skills and abilities conducive to human relations for interacting with the children in order to promote learning inside and outside the classroom.

The student-teachers should be helped in the teacher education programme for the development of communication and psychomotor skills and abilities which are conducive to human relations for interacting with the children.

(11) Keep abreast of the latest knowledge of the subject he is teaching and techniques of teaching the same.

The teacher who stops to learn continuously becomes out-dated. It has been observed that teachers in education institutions become out-dated very soon from the knowledge of subject matter. This is very necessary for all the teachers in general and teachers of methodology in particular to keep them upto with the latest development in the knowledge of subject matter. He should also be uptodate in techniques of teaching. This is very essential for teacher educators otherwise they will not be able to play an effective role in preparation of teachers and fulfil the requirements expected from the teacher educators suggested in Teacher Education Curriculum frame work.

(12) Undertake action research and investigatory projects.

Every teacher educator like every teacher meets certain professional challenges and tries to improve upon the present practices for better teaching and learning. This is possible if the teachers undertake action researches and investigatory projects to identify the professional problems and find out their solutions. This can be done by the school teachers effectively if they are trained for this during their teacher education programme.

Specific Objectives of Teacher Education for the Secondary

The secondary teacher teaching in first ten years of schooling should :

(1) Possess competence to teach subjects of his specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum.

The new school curriculum provides undifferentiated general education in first ten years of schooling. A secondary teacher is expected to teach class VI to X. The subjects to be taught are languages, Mathematics, Sciences, Social Sciences, Socially useful Productive Service and Health and Physical Education. It is the responsibility of the teacher education institutions to prepare the student-teachers for teaching two languages—one language and Social Sciences, Mathematics or Sciences. The teacher should possess competence after completing teacher education programme to teach one or two subjects of his specialization on the basis of principles of learning and teaching discussed earlier.

(2) Develop skills, understanding, interests and attitudes which would enable him to foster all round growth and development of the children under his care.

The concept of all round growth and development requires that all desirable skills, understandings, interests and attitudes should be developed and students should not have lop-sided development. Lop-sided development affects the personality of the student. The teacher education institutions can play an effective role in the achievement of this objective if they provide such programme of teacher education to their student-teachers that they are capable to develop the total personality of the students.

(3) Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and socially useful productive work.

The new ten-year curriculum prescribes health and physical education, games and recreational activities and socially useful productive work as compulsory courses. Though specialists will be prepared for teaching these courses but as they are to be

taught to all the students, involvement of all the school teachers in such courses will have better effect. This is possible if the teacher education institutions teach these courses compulsorily to all the student-teachers. The teacher education curriculum—a frame work—prepared by the NCERT, therefore, includes special Training Programme Package II (Socially useful Productive work), Special Training Programme Package III (Health, Physical Education, Games and Recreational activities) and Related Practical Work as Compulsory courses and 30% weightage has been given to those courses. This objective of teacher education can be achieved if the curriculum suggested by the NCERT is accepted in principle and implemented in its spirit.

(4) Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the above mentioned general and special subjects.

It is the responsibility of teacher education institutions to provide such learning experiences to student-teachers that they may be able to identify, select, innovate and organize such learning experiences which may develop competence in the student-teachers to teach the courses of their specialization on the one hand and health and physical education, games and recreational activities and socially useful productive work on the other hand.

The programme of Internship in teaching rather than traditional teaching practice programme can play an effective role in developing these competences in the student-teachers.

(5) Develop understandings of psychological principles of growth and development, individual differences and similarities and cognitive, psycho-motor and attitudinal learnings.

The importance of developing understanding of psychological principles of growth and development, meeting individual differences and providing cognitive, psychomotor and attitudinal learnings cannot be over-emphasized in the preparation of teachers. The teacher education institutions can achieve this objective through the course of educational psychology and special courses in pedagogical theory on the one hand and

contents-cum-methodology and Practice teaching and Related Practical work on the other hand.

(6) Develop skills in guiding and counselling the children in solving their personal as well as academic problems.

The school teachers have to face the personal as well as academic problems of the students. No effective learning can take place unless the students are guided and given counselling in solving their personal as well as academic problems.

The teacher education institutions can play an effective role in developing the skills of guidance and counselling in the student-teachers through providing special courses for the purpose in Pedagogical theory and giving practical application to theoretical knowledge and skill during Internship in teaching.

(7) Understand the role of the home, the peer group and the community in shaping the personality of the child, and help develop an amicable home-school relationship for mutual benefit.

The teacher is responsible for the all round development of his students. But he should remember that the members of the family, of peer group and of the community play an equally important role in the development of his students. It is his responsibility that he should develop an amicable relationship in the roles of the home, peer group and the community. The teacher can develop such relationship provided he has been given proper training for the purpose during his teacher education programme.

It is, therefore, a responsibility of the teacher education institutions that they should provide such learning experiences to their students that they can play an effective role in this task.

(8) Understand the role of the school in changing the society.

The school has been designed as a specialized agency for educating the young members of the society. There was a time when all education was given through informal agencies such

as the religion and the home but as society became more complex and culture developed various specialized expressions, it was thought necessary to have new agency which could transmit the social and cultural heritage more efficiently, more deliberately and systematically. Besides this the school has to reconstruct society through study and research in the higher branches of learning. The school has the responsibility of functioning as a means of social change and social control. John Dewey emphasized the function of reweaving and vitalising the social fabric, the function of constantly reorganizing and reconstructing human experience as the major functions of school.

The school can play this role only if its active agent i.e. the teacher understands this role of the school. The teacher can play his role if he has been prepared for this task in his teacher education programme. In our traditional teacher education programme this aspect has not been properly emphasized. A course 'Teacher Education in emerging Indian Society' suggested in the Teacher Education Curriculum—a frame work—will be very useful for the student-teachers to achieve this objective of teacher education.

Thus the teacher education institutions should include this course as one of the compulsory courses in the B Ed Course in pedagogical theory.

(9) Undertake investigatory projects and action research.

A secondary School teacher has to make several innovations in his teaching assignment. An effective and conscientious teacher performs this function continuously. He selects investigatory projects and conducts action research.

As they are of technical nature and require expert guidance, it is necessary that the teacher training institutions should train the student-teachers in investigatory projects and action research. The student-teachers may be given such assignments for completion during practice teaching. It will develop rapport with the school situations.

Thus it may be concluded that student-teachers should achieve general objectives of teacher education on the one hand and achieve stage-wise objectives of teacher education on the other hand.

S. C. E. R. T., West Bengal

Date 21.3.84

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CHAPTER III

Teacher Educator

Present Position of Teacher Educators

The Secondary Education Commission (1952) discussed the problem of staffing of teachers' training institutions and emphasized that care should be taken in selecting the staff members of the teachers' training institutions. The Commission pointed out that a teachers' training institution can be only as effective as the individual staff members and if the institutions have to become dynamic centres, high priority must be given to the selection of properly qualified and well experienced staff.

Much thought has been given to the concept of quality education and it has been asserted that quality education depends largely on the quality of teachers but the observation has not been extended to the proposition that quality teachers emerge from institutions where high quality teacher educators are to be found. It is frequently argued that some of the most effective teachers achieved their success despite the influence of their Colleges and their teachers.

Another unfortunate aspect of staff members of teachers' training institutions of universities is that they do not always receive the same respect as members of staff in other departments of universities. The respect of teacher training programme is brought into question at least in part because most of the students of teachers training institution pass in their examinations easily and such is the influence of tradition that

academic respectability tends to be correlated with a high failure rate.

The teacher educators, at whatever level of responsibility, has for the most part not been regarded as requiring any special skill or training though it is normal to require that a person recruited to teacher education should have had a minimum period of teaching experience.

Selection of Teacher Educators

The selection of teacher educators is important because it affects the education of future generation through the teachers prepared by the teacher educators. But the criteria for selection of teacher educators are not clear and sometimes they have been found in contradiction. In traditional training institutions emphasis has been placed on pedagogy and obviously in the selection of teacher educators preference has been given to those persons who are strong in educational science. However, now emphasis has shifted on strengthening of subject matter knowledge and its methodology of teaching. In such a situation, preference was given to those persons who hold higher qualifications in the subject matter with minimum qualification in educational science. This has led to controversy of subject matter Vs pedagogy.

The Regional Colleges of Education became centres of such controversy when they introduced four year integrated courses in teacher education and recruited on their staff persons coming from extreme corners and believing in contradictory philosophy of education. On the one hand persons strong in subject matter possessing Doctorate in Physics, Chemistry, Mathematics, Zoology and Botany were appointed on the staff of Regional Colleges of Education though some of them did not have any qualification in teacher education. On the other hand persons strong in educational science possessing Ph.D in education and Psychology were appointed.

As in other walks of life so in teacher education extremes are undesirable. What was required was the blending of subject matter and method of teaching. So in the selection of

teacher educators those persons should be given preference who have qualifications in the subject matter as well as method of teaching. The Education Commission (1966) rightly recommended "in our opinion, the staff of these institutions should have a double Master's degree, in an academic subject and in education and a fair proportion (say, 10 per cent) should also have a doctorate. They should also have studied teacher education as a special subject at the M.Ed or through a special education course."

The Education Commission (1966) made the following additional recommendations :

(a) The supply of trained teachers qualified to work in these institutions should be quickly and greatly increased by securing a substantial increase in the output of Ph. Ds., M.Ed., and M.As in education. An adequate number of scholarships should be available to attract good students to these courses ; and it should be the main responsibility of the schools of education recommended earlier to train them.

(b) Insistence on professional qualification in education often debars teachers with specialization in other disciplines from working on the staff of training institutions, although they could have helped to raise standards. This requirement should be relaxed. In subjects like educational psychology, Sociology, Science or Mathematics, it would be desirable to appoint qualified specialists in these subjects even though may not have professional training.

(c) In government institutions, the staff is generally interchangeable with inspecting officers and very often it is the weak and undesirable persons that are transferred to training institutions. It is essential that the best and the most competent persons available are selected for the faculty of training institutions."

Training of Teacher Educators

For limited resources to be used to the best effect, training and guidance are necessary and all teacher educators should be

prepared for their work and given on-going support throughout their careers. Not all teacher educators will require the same type or length of initial training, especially where effective systems of in-service provision are available for teachers and teachers educators. The nature of the induction course for the teacher educator differs from that for the new teacher. For the teacher induction normally follows upon a structured preparatory course ; for the teacher educator it usually takes the place of extended preparation. While extended courses may be possible, an orientation course of perhaps, two months of initial training is likely to prove most practicable to be supplemented by later in-service opportunities.

The present M.Ed. course in the teacher-training institutions is not sufficiently professional biased to prepare good teacher educators. For proper training of teacher educators, the curriculum of M.Ed. course needs drastic revision. For example all the teachers training institutions should have provision of teaching advanced methodology courses of different school subjects so that few teacher educators may get sufficient knowledge and skill in method of teaching of the related subject.

Content and methodology for teacher educators

There is no unanimity about the content and methodology which would be most useful for training teachers. The degree of disagreement increases significantly when an attempt is made to finalise the content and methodology required for preparing teachers. No list of skills, knowledge, attitude and attributes has been finalised which can guarantee a successful teacher educator.

However, the teacher educator must possess the knowledge, skills and attitudes which will assist him to work with confidence. Among his desirable attributes there have been listed mastery of the subjects of his specialisation, skills in counselling and human relations, the power to appraise innovation critically and engender vision and foresight with which he is entrusted. The teacher educator also needs orientation and the development of increased sensitivities.

Dr. James A. Meraj¹ observes "The orientation course would be expected to include an analysis of national development aims and the relationship of education to them ; the role and function of teacher education with respect to the students and the community ; an introduction to social relations in adult groups, including decision theory, leadership techniques and sensitivity training ; and the theory and practice of adult learning, with sufficient facility in the areas of measurement and evaluation to enable the teacher educator to understand new developments. Each new educator in his first year should have a higher than normal load so that he has adequate time to prepare his material and visit other teacher education activities.

First among his studies should be that of the methods of teaching adults because some of his students may well be more mature and experienced than himself. In acquiring these skills he must establish a pattern which will enable him to reconcile the way in which he is teaching his students with the way in which he hopes his students will learn to teach ; the underlying approach may be the same but the implementation must vary with the stage of maturity of the learner."

Pre-Service education programme for Teacher Educators

It is needless to say that teacher educators should be good teachers and good scholars. This requires good academic background and proper professional preparation.

It is generally accepted that the teacher educators at the secondary level should have at least the M.Ed. degree. However, the existing programme of M.Ed. Course was not found suitable to meet the needs of teacher educators. The Kothari Commission (1966) appointed a working group to study the existing courses of study of M.Ed. in Indian Universities and to prepare a model syllabus incorporating the latest ideas and developments in the field of education. The draft syllabus prepared by the working group was discussed at the Eighth Con-

1. Dr. James A. Meraj : "The Teacher Educator" in Teacher Education in a changing Society (Common Wealth Secretariat), 1973.

ference of Indian Association of Teacher Educators and was released in its final shape as follows :

I. Core Subjects :

1. Philosophical and Sociological Foundations of Education (to be treated with reference to current educational problems in India and abroad and systems of Philosophy in India and abroad).

2. Elements of Educational Research (in relation to specific problems in Indian education).

II. Areas of specialisation

Three Papers from one or two of the following areas :

1. Advanced Educational Psychology :

- (i) Educational Psychology
- (ii) Educational Measurements and Evaluation
- (iii) Psychology of learning and Development
- (iv) Psychology of Childhood and Adolescence
- (v) Experimental and practical work in Educational Psychology
- (vi) Personality-Development and adjustment

2. Educational Administration, Planning and Finance :

- (i) Basic Paper in Educational Administration
- (ii) Educational Planning
- (iii) Educational Finance and Economics of Education
- (iv) Administration of State and Local System of Education
- (v) Secondary School Administration and Supervision

Or

Pre/Primary and Elementary School Administration and Supervision

Or

Administration of Higher Education

Or

Administration of Social Education

3. Comparative education and History of Modern Indian Education :

- (i) Basic Paper on Comparative Education
 - (ii) Education in U.K., U.S.A., U.S.S.R., Germany and France
 - (iii) Education in Asian and African Countries
 - (iv) History of Education in Modern India
 - (v) Problems of Education in India
4. Curriculum Development and Text Books :
- (i) Curriculum Development
 - (ii) Curriculum and the Primary School
 - (iii) Curriculum and the High School
 - (iv) Curriculum Instruction and Syllabus Improvement :
and
 - (v) Text books and Their problems
5. Teacher Education and Methodology of Teaching :
- (i) Basic Paper on Teacher Education
 - (ii) Organisation and Administration of a Secondary Teacher Education Institution
Or
Organization and Administration of an Elementary Teacher Education Institution
 - (iii) Teaching Methods in one subject matter field
 - (iv) Inservice Education of Teachers and Teacher Educators
6. Methodology of Educational Research :
- (i) Educational Research : Its Theory and Practice
 - (ii) Research Procedure
 - (iii) Psychometrics
 - (iv) Statistics
 - (v) Educational Research
 - (a) Literature and
 - (b) Report
7. Guidance and Counselling :
- (i) Techniques of Counselling
 - (ii) Principles of Counselling
 - (iii) Educational and Vocational Planning
 - (iv) Counselling in Higher Education
 - (v) Dynamics of Human Adjustment and Child Guidance

8. History of Education Thought, Philosophy and Sociology of Education :

- (i) History of Education Thoughts
- (ii) Philosophy of Education
- (iii) Elements of Educational Sociology
- (iv) Social Mobility and Education

9. Educational Measurement and Evaluation :

- (i) History and Development of Examination System in India and Abroad.
- (ii) Principles of Measurement and Evaluation
- (iii) Evaluation Techniques and Tools
- (iv) Test Statistics

III. A Dissertation based on a research project or an investigation applying the science and the methodology of research.

IV: The viva voce

The National Council for Teacher Education has prepared a draft of a framework for Teacher Education curriculum for pre-service education programme for teacher educators. The draft runs like this "While the teacher education programmes upto the secondary stage contain both theory and practice of education, the postgraduate courses consist of only theory papers. Even an M.Ed programme in Science education, as offered in some Universities is more or less a replica of a general M.Ed programme. It may be pertinent to think of two types of programme to maintain continuity and also to serve the basic purposes of teacher education at the postgraduate level. This is more relevant in the changed situation, for teacher training may be regarded a pre-requisite for a teacher at the 1-2 stage. Thus there will be a need for two cadres of teacher educators, one category of them looking entirely after general and special training in the methods of teaching various school subjects, work experience, vocations, health and physical education, games and recreational activities and the other looking after the theory part. The former is altogether a new area which requires specialists or experienced technicians. In other words, there is a need to develop a task-oriented M.Ed

programme which will provide scope for practical work in education. Simultaneously, the tradition of theory-based courses as reflected in the present M.Ed programmes needs to be continued. Another postgraduate course of two-semester duration after the Master Degree leading to M.Phil in Education also suggested. This course should be open to people having either the M.Ed degree or the Master's Degree in some other related discipline. This is a research level course which can be terminal or may lead to the Ph.D programme in Education. These are the considerations which may justify the structure of post-graduate programmes as suggested below :

	M.Ed	M.Phil
(A) Pedagogical Theory	1. Foundation Course (20%)	1. Not needed for those having M.Ed/M.A. (Education). But needed for those from other disciplines
	2. Research Courses (20%)	2. Research Courses (50%)
(B) Specialisation	3. Theoretical Courses (60%)	3. Theoretical Courses in one are of specialisation (50%)
	Or	
	4. Task oriented Courses (60%) (any two areas of specialisation)	

In-service education programme for Teacher Educators :

The demands on the teacher educator change considerably during his teaching. Besides this, it is not possible for a teacher

educator to achieve during his pre-service training all the knowledge and skills which he will require even during the first few years of his teaching service. It is necessary to ensure that teacher educators are not only familiarized with new methods and new teaching-learning process as and when they are available but also make arrangement that they keep them up-to-date with the knowledge of the subject-matter with which they are concerned.

To meet the requirements of changing methodology and subject matter, it is needed that in-service education programme should be organized systematically and continuously and should be properly co-ordinated with pre-service programme of education.

Dr. M.B. Buch² observes "In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in service. It may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth, understandings and co-operative practices to the members of the teaching profession and arouse them to action to improve themselves in every possible manner. In-service education is a process of working towards change. If we view it in terms of human behaviour, the changes are ordinarily identified as gain in new knowledge, increase in understandings, acquisition of desirable attitudes and development of new interests. Viewed in terms of material, media and knowledge, the changes may suggest exploration, modification and evaluation. All these processes also imply personal involvement and contributes to desirable changes in behaviour and teaching practices."

It may also be pointed that while Teachers' Training Institutions have been playing an important role in the in-service programme of primary and Secondary School teachers but they have not played any significant role in the in-service education of teacher educators at Primary as well as Secondary level.

2 Dr. M.B. Buch "In-service Education" in S.N. Mukerjee's Education of Teachers in India, Vol. I, p. 270.

There is an urgent need of providing refresher courses, seminars, workshops and conferences for teacher educators of Secondary Teachers' Colleges and Primary Teachers' Colleges. The National Council of Teacher Education recommended development of a correspondence-*cum*-contact course for elementary teacher educators to give them the necessary orientation on the methods of teaching suitable for the elementary level.

The Department of Teacher Education of the NCERT has now developed such a programme consisting of 100 correspondence lessons. This course is to be implemented through the Regional Colleges of Education. This programme aimed at improving competency of elementary teacher educators. The Department of Teacher Education of the NCERT organized six in-service training programmes in 1978 and 1979 and trained 200 secondary teacher educators in about 100 Colleges of education in the use of micro teaching as a method of training teachers in teaching skill. One such programme was organized in June 1980 at Dehradun for 50 teacher educators of Northern India.

Though some work has been done under in-service education, yet there is a lot to be done to improve the teacher education in the country step by step.

The role of the teachers in non-formal education cannot be ignored. His training must enable him to perform this role as well and he will need to have more than a few ideas for carrying out certain activities. His training will have to make him aware of the sociological context within which he is operating and give him the tools further to analyse the community so that he might better serve it, with a clearer understanding of the social milieu and his expected role. This has implication for the teacher educator, too for unless he can help his students to see themselves not only as classroom practitioners but as teachers in a wider sense and possibly as leaders, specially in the non-formal area, he would not have done the job really well. It is a tall order but not one that he can neglect.

Whatever we do, however, in our attempts to improve the quality of teacher educators and their competence, let it be remembered that at the heart of the matter lies the image which is held of teacher educator. Allied to this, is the image which he has of himself and how he stands in relation to others engaged in the total educational effort. While his training may help him to clarify his own image of himself and to increase his competence, the way that he is perceived by others will influence the motivations and the way he carries out his crucial and demanding job.

CHAPTER IV

Professional Preparation of Teachers

Teacher-Training *Versus* Teacher Education

What is a School of Education ? It is an institution that includes such areas of concern as parenthood, religion, journalism, recreation, libraries, exhibits and non-formal education. These are the different aspects of teacher preparation if it is conceived in broader terms. The matter of teacher preparation goes beyond the typical concerns of mastery of subject matter. It also goes beyond the concerns of the "craft" that facilitated learning of subject matter. The development of teacher preparation from monitorial system to sophisticated University course also suggests the same shift in emphasis.

The broader programme of teacher preparation is called "Teacher education". It is much wider as compared to "teacher training". Teacher training is basically of an apprentice nature. Its two fundamentals are the acceptance of goals as "given" and a narrow job specification with a limited number of candidates responses available. In other words it is not questioned whether goals are worth while or not. They are taken for granted. The methodology is also prescribed and is examined only for the purpose if it was completing the task. Thus the teacher knows that a particular strategy works but he cannot explain the justification of the struggle. Thus teacher-training is concerned narrowly in regard to teaching task and responsibility.

On the other hand "teacher education" emphasizes a basic understanding of the theoretical aspects underlying their

methodology. Thus teacher education helps the teachers in standard situations as well as in novel situations where he can use it for creative solution of problems in contrast to relatively blind trial and error. Thus it makes the teacher more than mere technician, tradesman and the apprentice. Teacher education does not neglect teacher training. It includes History, Sociology and Philosophy of education as well as comparative education. The philosophical questions are explored and developed. Our goal as teacher is that of changing people. Social Sciences, methodology, student teaching and specialisation of subject matter are included in teachers preparation. They develop the ability to change the behaviour of people.

Thus teacher education is teacher training plus the theoretical framework and philosophical foundation in a field of education.

Is teaching a Profession ?

Profession is a group of people with common purposes and systematic patterns of behaviour. Each profession establishes a standard of behaviour to discriminate between those who belong to that profession and those who do not. However, all professions are not able to maintain same standard of behaviour. Law and medicine are the examples of professions. Whether teaching is a profession or not depends upon the criteria of a profession.

Horton¹ lists the following ten criteria :

1. A profession must satisfy an indispensable social need and be based upon well-established and socially acceptable scientific principles.
2. It must demand an adequate professional and cultural training.
3. It must demand the possession of a body of specialized and systematized knowledge.

1. Byrne J. Horton, "Ten criteria of a Genuine Profession" Scientific Monthly, Vol. 58 (February 1944), p. 164

4. It must give evidence of needed skills that the general public does not possess—that is, skills that are partly native and partly acquired.

5. It must have developed a scientific technique that is the result of tested experience.

6. It must require the exercise of discretion and judgment as to the time and manner of the performance of duty.

7. It must be a type of beneficial work, the result of which is not subject to standardization in terms of unit performance or time element.

8. It must have a group consciousness designed to extend scientific knowledge in technical language.

9. It must have sufficient self-impelling power to retain its members throughout life. It must not be used for a mere stepping-stone to other occupations

10. It must recognize its obligations to society by insisting that its members live up to an established and accepted codes of ethics.

R.H. Tawney² defines :

“A profession may be defined most simply as a trade which is organized, incompletely no doubt, but genuinely, for the performance of education.”

The word “profession” clearly implies that members profess something. What do they profess? They profess just what they ought to—namely that they are different from the larger society in at least two basic ways.

(i) That social function is the primary references point for guiding their activity (work).

(ii) They possess, at this point in time, a specialized knowledge and means of verifying claims to knowledge that enable them to perform this function with an economy unique to that individual or group.

2. R.H. Tawney, *The Acquisitive Society* (New York : Harcourt, Brace & World Inc., 1920), p. 92

In raising the problem as to whether or not teaching is a profession, there is a need to know what is the current status of the teaching group. This can be of great significance in obtaining an orientation to conditions as they are. The second thread and advantage to this type of examination is that it offers the chance to consider what could and ought to be. Each individual and group in society is in need of certain standards by which to gauge the desirability of various courses of action. It is only when such standards are clearly understood that one can begin to appropriately make judgments on actions to be taken everyday level of activity. In this respect the examination of professionalism as an ideal becomes a matter of supreme practical importance.

Teaching has to meet the criteria prescribed by Horton and definition proposed by Tawney to be called as "Profession". It should also meet two requirements *i.e.*, serve as social function and possess specialized knowledge and perform teaching with an economy.

Professional preparation of Teachers

The essential elements to the preparation of teachers are knowledge of the student and his environment, knowledge of how to order and guide learning and development of human relations appropriate to the task of teaching.

Broudy³ claims that the knowledge about problems falls into two major types, foundation and specialized. The foundational area can be subdivided into historical, psychological, philosophical and social contexts. These contexts play an important part in forming the cognitive maps in regard to the problems of teaching. The teacher should have studied basic courses in history, philosophy, psychology and the special sciences as part of his general education. It is not possible for colleges of education to provide these courses in one year course of Professional education, so they should insist on them as a condition of eligibility for admission to professional course. These

3. Broudy, Harry S, "Criteria for the Professional Preparation of Teachers", *Journal of Teacher Education* Vol. 16, No. 4 (December 1965), pp. 408-15

foundation courses will help the teachers in developing large-scale cognitive maps on which problems are plotted but not solved.

The foremost role that a teacher plays is that of a human being, a person. To be a human being it is necessary to have general education and it is said that the teachers need more general education. Though it is a question of opinion whether general education makes men human but it is necessary that the teachers be made more human than any one else. The argument is that teachers shape character and therefore, should themselves exemplify ideal character which requires more general education than the general public needs. The best situation would be that more general education should be provided to all but the society ought at least insist on it for its prospective teachers. But if we attach it too much with the teacher then it will become part of professional education. Thus the teacher should refrain from those things which he does not want that his students should acquire.

However, to meet the teacher shortage and raise the quality of teachers, professional education is being skimped.

If it is granted that the teacher is first of all a person, is there any special type of person he ought to be? It is difficult to answer because agreement has not been possible on the traits required for a teacher. Even if it could be possible to develop such traits, can they be produced or is the teacher born with them? If they are inborn, it becomes a case of teacher selection rather than teacher preparation. If they can be produced it would be helpful to know how they are produced. Naturally we will have to see the requirements of the roles played by the teacher as a member of the educational profession and as a specialist in that profession.

The teaching profession rests on a body of systematized knowledge organized in terms of distinctive problems of practice. The word "knowledge" distinguishes it from a craft and the word "practice" from pure research. Thus teaching as professional field of study should have distinctive problems of

practice and resources of knowledge that can be used to deal with these problems. Such problems arise out of the need of educational policy, curriculum construction and strategies of teaching and learning. Broudy⁴ claims that this requires specialized knowledge in the area concerned in relation to its historical development, its psychological relationship, its philosophical presuppositions and implication and its social contexts. For example the teaching of Economics has a history, it has problems of motivation and learning, it is based on philosophical foundations and its sociological aspects of developed, developing and undeveloped economies. The Economics Departments of the universities are not going to provide this background to their Graduates, it would be the responsibility of the Colleges of Education to provide this orientation to the speciality. The co-operation of the Economics department may be sought for preparing teachers of economics, but the primary responsibility is on the faculty of the Colleges of Education.

The professional preparation of teachers also requires that the teacher should have a good mastery over subject matter knowledge. If the teacher does not know his subject matter well his foundational study will not carry him far. He will not be able to teach with confidence and will not be able to develop enthusiasm for knowledge of the subject matter among his students. Professional preparation also requires that he should be able to present the subject matter before the students according to their age group and interests. For example the Double entry system of Book-keeping is taught at levels—junior, high, higher secondary and commerce College—but pedagogical content will differ from class to class and age group to age group.

The teaching of subject matter is the responsibility of the liberal arts College or the College of Education is a debatable question. However, it can be simply said that if the College of Education is keeping students for one year after their graduation degree from the liberal arts College, the College of Education is not responsible to teach the subject matter. However,

4. *Ibid.*

it should provide courses in subject matter to the student-teacher so as to help them in teaching during practice teaching and regular professional teaching. If the College of Education is having four years programme, then it should be responsible for providing a good knowledge of subject matter also.

The specialized study also includes Technological aspect in which generalizations are transformed into procedures and devices. Three types of experiences in professional educations have been developed to achieve the technological aspect. They are laboratory exercises, clinical experiences and internship. The laboratory exercise is intended to make the theory concrete and to test it for the students. In the professional education of teachers, laboratory experiences can be provided by demonstration with actual living students through simulated situations on video tape of film in audio-visual aid laboratories.

Clinical experience involves real individual cases selected for their importance as exemplars. In the clinic a particular case for the purposes of instruction or maintaining discipline may be carried on by the experienced teacher. He may involve a small group of student-teachers in the diagnosis of that particular problem, the prescription and the prognosis. Finally the experienced teacher treats the case himself which works as a model for the student teachers who check their thinking.

Internship is a new experience in the profession of teaching although it has been in practice in other professions. In India, Regional Colleges of Education have done pioneering work in it. The Education Commission has recommended—

“Yet another method of breaking isolation is to make student-teaching a comprehensive internship in which trainees are able to observe the entire work of the school and to participate actively in all the important professional activities of a teacher, both in and out of the classroom. Such comprehensive and fruitful internship will be possible only when there is a systematic collaboration and co-operation between the schools and the training institutions and when student teaching is regarded as the joint responsibility of the producers (*i.e.*, the training institutions) and the users *i.e.* the schools and State Depart-

ments). Departments of Education should develop such collaboration by giving special recognition and status to schools selected for programme as "co-operating Schools and by providing them with adequate grants for equipment and maintenance (*i.e.*, to meet the entire cost of allowances to the supervising teachers). The Pioneering experiences of the Regional Colleges of Education will be of help in the development of this programme."

The internship in teaching may be a sound programme if the laboratory exercises, clinical experience and theoretical work have already been done.

Lastly education of teachers would not be worthy of being called professional education if it were not growing by systematic methods of inquiry. This requires perpetual research on the part of teachers and teacher educators. A professional practitioner continues to make research to do his service in a better way. The same thing is true about the education like medicine, law and engineering. Thus it is essential that teachers and teacher educators should continuously make action researches so that they are kept in touch with the changes in professional education of teachers and education of teachers does not loose the status of "profession" and intellectual pursuits any more than it excludes engineering, medicine or law.

CHAPTER V

Historical Development of Teacher Education in India

2500 B.C. to 500 B.C.

There is little evidence of any system of teacher education during this period. In ancient period the teachers mostly belonged to Brahmin Community. There was a direct and close contact between the teacher and the pupil. Since Manu provides that the Brahmins alone shall teach the vedas and none else, the Brahmins knew about their future calling and learnt their subjects keeping in mind that they will have to teach it to their students. Thus the way the teacher taught his students determined the teacher's training in the period.

500 B.C. to 1200 A.D.

The method of training teachers (monks) during this period was based on a system, which was later on recognized and named as "monitorial system". However, a particular date cannot be mentioned from which the system was started.

1200 A.D. to 1700 A.D.

The indigenous system of teacher training which was prevalent in India in this period was the Monitorial system. The system was in the nature of an informal approach to the problems of making available an adequate supply of teachers for the indigenous educational institutions. It was based on the principle of "mutual instruction" and was worked out in practice by splitting up a school or class into a number of homogenous groups and by placing each group under the charge of a promising and superior pupil called the "monitor".

The nature of duties of the monitor was such that he gained some proficiency in teaching and class control which enabled him to teach in independent institutions of his own, if after completing his education, he chose teaching as the profession of his life. This system of training remained in vogue for many centuries and was in existence during the period when the British rule was established in the country. Institutions for regular education and training of teachers were in vogue during this period.

1716

Establishment of an institution for training of teachers at Tranquebar to be employed in the charity Schools by Danish Missionary Ziegenbalg.

Establishment of a Normal School for Teachers by another Danish Missionary Dr. Carey in Serampur (West Bengal).

Native Education Society, Bombay trained 24 teachers and distributed them throughout its jurisdiction to improve primary education. Later on educational societies established some centres for training of teachers at Bombay, Madras and Calcutta.

The Government started a few institutions for training teachers at Pune, Surat and Calcutta. Later on some Normal Schools were established at Agra (1852), Meerut (1856) and Varanasi (1857).

1824

Ephinston made arrangements for training of 26 teachers.

1849

The Calcutta School Society founded in 1819 also made arrangements for training teachers to be employed in the indigenous schools at Calcutta in 1849.

The Despatch of 1854

The Despatch of 1854 says "In England when systematic attempts began to be made for the improvement of education,

one of the chief defects was found to be the insufficient number of qualified school masters and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters and the exemplifications of the best methods for the organization, discipline and instruction in elementary Schools. This deficiency has been more palpably felt in India, as the difficulty of finding persons properly educated for the work of tuition is great ; and we desire to see the establishment with as little delay as possible, of training schools and classes for masters in each Presidency in India.....

We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists as you will perceive on reference to the Minutes of the Committee of Council in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed for the instruction out of school hours) ; their ultimate removal, if they prove worthy, to Normal Schools, the issue to them of certificates on the completion of their training in those Normal Schools, and in securing to them a sufficient salary when they are afterwards employed as school masters. This system should be carried out in India, both in the Government Colleges and Schools, and by means of grants in aid, in all institutions which are brought under Government inspection.....

“Our wish is that the profession of school master may, for the future, afford inducements to the natives of India such as are held out in other branches of the public services.”

1856

Establishment of Training School at Madras.

1859

The Despatch of 1859 observed that institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors.

1862

In Bengal, Government introduced the *Normal School System*, according to which the teacher of an indigenous school or his relative or probable successor, was sent to a Normal School with a stipend Rs. 5/- a month, under a written agreement with the village that after a year's training he would be received as the teacher with a guaranteed income of not less than Rs. 5/-. The course of studies at the Training School included reading, writing and Arithmetic as well as accounts and mensuration upto the full indigenous standard. Elementary geography and history and the art of teaching were also taught.¹

1880

Establishment of Training College at Lahore.

1882

The Indian Education Commission recommended :

(a) That an examination in the principles and practice of teaching be instituted, success in which should there after be a condition of permanent employment as a teacher in any secondary school.

(b) That graduates wishing to attend a course of instruction in a Normal School in the principles and practice of teaching be required to undergo a shorter course of training than others.

No. of training institutions	
Bombay	9
C.P.	4
Bengal	18
Madras	32
India as a whole	106 Normal Schools

The Indian Education Commission recommended.

"The supply of Normal Schools, whether Government or aided, be so localised as to provide for the local requirements

1. Report of the Indian Education Commission, p. 67.

of all primary schools, whether Government or aided, within the division under each inspector."

1902

There were six training Colleges at Saidapet, Rajamahendry, Kurscong, Allahabad, Lahore and Jubbulpore.

Besides the above six Colleges, there were a number of schools for the training of secondary teachers. By 1902 Bombay was the only major province that had not organized a training institution for secondary teachers.

Every province in India had organized a certificate examination for teachers while the Madras University had instituted the L. T. degree.

1904

Lord Curzon in his Resolution of Educational Policy (1904) issued the following momentous orders on the subject of training of secondary teachers :

If the teaching in secondary schools is to be raised to a higher level—if the pupils are to be cured of their tendency to rely upon learning notes and text books by heart, if, in a word, European knowledge is to be diffused by the methods proper to it, then it is most necessary that the teachers should themselves be trained in the art of teaching. Even in England, divided Counsels, have till recent times prevented due progress from being made with this most essential condition of the reform of secondary education. The India Education Commission referred to the conflict of opinion upon this fundamental principle, and to the diversity of practice which prevailed ; and while hesitating to lay down a general rule requiring secondary teachers to be trained, recommended "as an inadequate, but the only practicable alternative", that an examination in the principles and practice of teaching should be instituted, success in which should hereafter be made a condition of permanent employment as a teacher in any secondary school other and larger views of the subject are now in the ascendant, and the Government of India are glad to know that the principle of

providing training institutions for secondary teachers meets with Universal acceptance among the local Governments and Administration. There already exist at Madras, Kurseong, Allahabad, Lahore and Jubbulpore, institutions in which students are trained for service as teachers in the highest classes of secondary schools such students have either passed the Entrance or the Intermediate Examination of the University or are graduates. These institutions have done good work, and the time has come to extend the system to the provinces where it does not exist, notably Bombay, and to endeavour to create a supply of trained teachers which shall be adequate to the needs of the secondary schools throughout the Country. Not only must the supply be increased, but the quality of the training given must be improved.

The details of the measures taken with the object are already engaging the attention of the various local Governments. But the general principles upon which the Government of India desire to see the training institutions developed are these. An adequate staff of well-trained members of the Indian Educational Service is required and for this purpose it will be necessary to enlist more men of ability and experience in the work of highest training. The equipment of a training College for secondary teachers is at least as that of an Arts College, and the work calls for the exercise of abilities, as great as those required in any branch of the Educational Service. The period of training for students must be at least two years except in the case of graduates, for whom one year's training may suffice. For the graduates the course of instruction will be chiefly directed towards imparting to them a knowledge of the principles which underlie the art of teaching, and some degree of technical skill in the practice of the art. It should be a university course, culminating in a University degree or diploma. For the others, the course should embrace the extension, consolidation and revision of their general studies, but the main object should be to render them capable teachers and no attempt should be made to prepare them for any external examination. The scheme of instruction should be determined by the authorities of the Training College and by the Education

Department ; and the examination at the close of it should be controlled by the same authorities. The training in the theory of teaching should be closely associated with its practice and for this purpose good practising schools should be attached to each College and should be under the control of the same authority.

1912

There were 15 training institutions for teachers in secondary schools which afforded instruction to nearly 1400 students.

1913

The Government resolution on Educational Policy 1913 marked a still further advance by stating that eventually under modern systems of education no teacher should be allowed to teach without a certificate that he has qualified to do so.

1917-1919

The Calcutta University Commission (1917-19) recommended that the output of trained teachers should be substantially increased ; Departments of Education should be created in the universities of Dacca and Calcutta ; Education should be included as a subject for Intermediate and B.A. examinations.

1921-22

The number of Training Colleges for Secondary (English) Teachers increased to 13 as against 6 in 1904.

1927

Hartog Committee felt and said :

“From the evidence before these appear to be great differences in the quality of the training Colleges in the several provinces. In some the methods used are conventional and absolute ; in others valuable work is being done on the investigation and application of modern method and there is evidence that they are accomplishing real work in the way of stimulating experiments and in introducing new methods into the schools. The best of these institutions are attracting a keener and more intelligent type of recruit and inspiring him with a new spirit.

Institutions such as these are turning out not merely mechanically trained teachers but men able to appreciate the many-sided difficulties of school organization and well-equipped to meet them. On the other hand, we feel that enough cannot be done in the short space of two months which is all that is usually available, to uproot the old methods of teaching to which many of the students are accustomed ; and for many of the teachers more frequent refresher courses at the training Colleges would be of great advantage."

1936-37

There were 15 training institutions for training teachers for Secondary School with an enrolment of 1488 students.

1946-47

Some progress was also achieved in the training of secondary teachers. The number of Training Colleges for secondary teachers was considerably increased during 1937-47 and the number of women teachers undergoing training showed an even greater increase. In 1946-47 the total output of trained teachers was 2100 men and 1307 women.

1949

The University Education Commission (1949) recommended :

(a) That the training courses be remodeled and more time and weightage be given to school practice.

(b) That suitable schools be used for practical training.

(c) That students be encouraged to fall in line within the current practice of a school and make the best use of it.

(d) That the bulk of the Training College staff be recruited from people who have first hand experience of School teaching ;

(e) That the Courses in theory of education be flexible and adaptable to local circumstances.

(f) That students be encouraged to proceed to the Master's Degree only after some experience of teaching and

(g) That original work by Professors and Lecturers be planned on all India basis.

1953

The Secondary Education Commission (1953) regarded the problem of improving teacher training as most important one. The Commission recommended :

(a) There should be only two types of training institutions—firstly those institutions that will train teachers, who wish to enter into the profession after higher secondary education. Such people should be given two-years training ; secondly those institutions that will train people who wish to enter the teaching profession after graduation. The training period for such people should be one year. But this period could be extended to two years in due course of time.

(b) Those who wish to enter teaching profession should also be given training in one or more of the various extracurricular activities.

(c) No fee is to be charged from the student-teacher. During training period, stipend may also be given to them. Training Colleges should provide proper residential facilities.

(d) Refresher Courses, short-term in-service courses in special subjects, practical training in workshop and professional conferences should also be organized by the Training Colleges as a part of their work.

(e) The Training College should, conduct research work in various aspects of pedagogy and for this purpose it should have under its control an experimental or demonstrational School

(f) There should be a free exchange between Professors in Training Colleges, selected headmasters of schools and inspecting officers.

(g) For M.Ed Course only trained graduates with at least three years' teaching experience should be admitted.

(h) In order to meet the shortage of women teachers, special part time training courses should be organized for them.

(i) In regard to the teacher-training the Secondary Education Commission expressed the opinion that institutions for

this purpose should be recognized and affiliated to the Universities and that the diplomas and degrees should be granted by the Universities and not by the State Department of Education or by adhoc bodies.

1956

The Government of India decided in 1956 to *provide in-service training facilities for secondary school teachers to establish Extension Services in about 23 Teachers' Training Colleges*. These Extension Services centres were financed by Ministry of Education from the Funds placed at its disposal by the Ford Foundation of the U.S.A. Later on this programme was extended to Primary School teachers and Extension Services Centre were opened in Primary Teachers' Training Colleges also.

1959

The Central Advisory Board of Education in its 26th meeting held on 15th and 16th January 1959 at Madras recommended that the scheme for teacher training should be on the following lines :

(a) That all heads of departments employed at the higher secondary stage should be M.A.'s or M.Sc's having pedagogic training of the B.T standard.

(b) That teachers should put in one academic year's study in the University for the Course concerned at the end of which he should either take the M.A. or M.Sc examination to be held for the regular students preparing for these courses or sit for a diploma examination.

(c) That a candidate should be allowed to sit for either or both the diploma and the degree examinations conducted by the University.

1961

The Government of India decided to establish an autonomous body for teacher education in the country. The National Council of Educational Research and Training (NCERT) was established in 1961 with the following objectives :

(a) To examine, evaluate and co-ordinate the teacher education programme conducted by the State Department of Education and the Universities.

(b) To take all such measures as well lead to an all-round improvements in teacher education both at elementary and secondary levels. The N.C.E.R.T. set up a National Institute of Education (NIE) to provide leadership in the field at a national level by investigating into the problems of teacher education and suggesting solutions for them. A Department of Teacher Education has been established in NIE for performing necessary work for the improvement of teacher education programme.

The Ministry of Education, Government of India had undertaken a project of establishment of Four Regional Training Colleges to meet the requirements of teachers of Commerce, Agriculture, Science, Home-Science and Fine Arts for multipurpose schools. This project was handed over to the NCERT after its establishment in 1961. The NCERT changed the name into Regional Colleges of Education and established them in Ajmer, Bhopal, Bhubaneshwar and Mysore. Three of them started in July 1963 and of Bhopal in July 1964. These Regional Colleges of Education were established to improve the quality and standard of secondary education. Their special features were :

(a) Four-year integrated course in Science, Technology, English and Commerce.

(b) One year courses in Agriculture, Commerce, Fine Arts, Home Science, Science and Technology,

(c) One to three year courses for Craft Teachers.

(d) To provide in-service Courses to the teachers already working in multipurpose schools.

(e) To undertake advanced studies and research projects in the methods of teaching in secondary schools.

(f) To provide Internship in teaching programme of 6 weeks duration to the students of one year and four year courses instead of Practice Teaching Programme.

(g) To maintain a demonstration school attached to Regional College of Education in order to experiment and provide pre-internship and internship programme to the student teachers of the Regional Colleges of Education.

(h) To provide progressive and dynamic outlook in teacher education.

(i) To provide greater emphasis on subject matter even in one year Courses in comparison to traditional Training College.

(j) Another important feature was added to the Regional Colleges of Education in 1966 with the introduction of Summer School-Cum-Correspondence Courses leading to B.Ed. degree.

1964

A chain of State Institutes of Education was started in 1964 with the establishment of one such institute in 12 States. Later on the scheme was introduced in all the States. U.P. is the only State which have two such institutions one at Allahabad and the other at Almora. These institutes are a land mark in the History of Primary Teacher Education but it is proposed to extend their scope to secondary education when they have achieved enough experience and confidence. The main purposes and functions of these institutes are as follows :

(a) Provide various training Courses for supervisors of elementary schools or elementary teacher educators.

(b) Organize conferences and seminars for Senior State education officers or non-official office bearers of local bodies connected with education.

(c) Provide conduct and supervise extension services to training institutions for elementary teachers.

(d) Organize research in elementary education and teacher education.

(e) Provide correspondence courses for teachers.

(f) Improve programme of teacher education in the State.

(g) Assist the State Department of Education in the planning and implementation of various educational plans at the elementary stage of education.

The UGC adopted a policy of setting up centres for advanced study in different subjects. A centre of Advanced Study in Education (CASE) was established in M.S. University of Baroda in 1964. This centre is intended to encourage the pursuit of excellence and to accelerate the attainment of international standards through research work.

1965

The CABE in its 32nd meeting held in 1965 recommended ;

(a) The teaching of Science should be strengthened in the training institutions for elementary teachers :

(b) Measures should be taken to ensure that the work of the Summer Institute has the desired impact on Science teaching in Schools.

(c) All teacher-training institutions should be strengthened and improved so that the teachers trained therein are competent to impart instructions on the new lines,

1966

A significant change took place in teacher education with the introduction of Summer School-cum-Correspondence in four Regional Colleges of Education and Central Institute of Education leading to B.Ed degrees. This was done to clear the backlog of untrained teachers on the recommendation of a study group set up by All India Association of Teachers' Colleges under the Chairmanship of Professor Salamatullah, the then Principal, Teachers' College, Jamia Millia Islamia, New Delhi. The scheme was not to take the place of regular teachers' training ; rather it was to supplement the Teachers' training and tackle this problem of clearing the backlog of untrained teachers with at least five years' experience in case of Graduates and three years teaching experience in case of Post Graduates in Physics, Chemistry, Zoology, Botany and Mathematics. The Scheme was introduced on an emergency basis but it became so popular that it is still continuing in the year 1981 and there is no programme of closing it in the near future.

1966

The Education Commission (1964-66) has made the following recommendations for a radical reform of teacher education :

(a) Agencies for the maintenance of standards in Teacher Education :

(i) The U.G.C. should appoint a Standing Committee on Teacher Education which should be concerned with all aspects of Teacher education personnel and professional at both the graduate and undergraduate levels and should have the power to advise both Universities and State Governments with respect to all programmes of Teacher Education, to grant funds to institutions of teacher education to inspect them and to develop and financially support in-service education programmes.

(ii) The State Governments should constitute a body to be called as State Board of Teacher Education which should work in collaboration with UGC. The pattern of representation should be the same on U.G.C. Standing Committee on Teacher Education and State Board of Teacher Education. The SBTE should be responsible for upgrading of primary teacher training institutions to University standard, the starting of large size training institutions, the improvement of programmes of training at all levels and instituting Correspondence Courses and in service training. The SBTE would have central funds at their disposal granted for the development of centrally sponsored sectors.

(b) Breaking the isolation of teacher education from universities :

(i) Establishing Schools of Education in a few selected undergraduate and postgraduate Courses in education. Courses in professional education for all categories of teachers, provide extension services to a few institutions of teacher education in the neighbourhood at all levels, organize Summer Institutes and in-service programmes both in subject content as well as in professional education, work in close collaboration with a few schools of all types with a view to developing research and

evolving better curricula and techniques of teaching and promote research in education with an inter-disciplinary approach.

(ii) Upgrading all institutions for teacher education to University standard through the establishment of comprehensive Colleges, upgrading training institutions for Primary and Pre-primary teachers into Colleges for training at all levels and establishment of State Boards of Teacher Education

(c) Breaking of the Training Institutions from the Schools :

(i) Establishment of an Extension Department in each training institution—Pre-Primary, Primary and Secondary.

(ii) Forming of alumni association in the training institutions to keep in contact with their old students.

(iii) Making student-teaching a comprehensive internship for a fixed period.

(iv) Giving the Co-operative Schools adequate grants for equipment and an allowance to supervising teachers.

(v) Absorbing selected teachers from the Co-operating Schools join the Training College Staff on deputation from time to time.

(vi) Deputing lectures in the training Colleges for the period of a month or so to teach in these Schools.

(d) Qualitative improvements in the Primary and Secondary training institutions :

(i) A study of the contents of the subjects in the training programme at both the levels and devoting about 20% of the time in secondary teacher education for the study of the subject.

(ii) Revitalising professional studies through eliminating the dead number in theory subjects co-ordinating and integrating the different courses with a curriculum suitable to Indian conditions, improving methods of teaching and evaluation, modernising-teaching practice with the introduction of Internship in Teaching and formulation of new courses necessary to meet the special needs of the profession.

(iii) providing that the Staff of the Secondary training institutions should be holders of double Master's Degrees, one in the academic subject and one in Education and about 10% of them should have doctorate degrees.

(iv) attracting more candidates to the teaching profession and for making them better qualified teachers through abolishing tuition fees in all training institutions and providing Correspondence Courses, evening classes of part-time Courses for clearing the backlog of untrained teachers.

(v) Expanding the size of Primary Training Institutions to 240 and of Secondary Training Institutions to 200.

(vi) Organizing in-service education programmes in every training institution on a 12 month basis.

(5) Professional preparations of teachers in higher education.

(i) Establishing a training institution on the pattern of a Staff College for giving the necessary training and orientation to the College Lecturers.

(ii) Organizing Summer Institutes in which teachers of a subject are brought together under the guidance of competent professors and scholars to study the dimensions of their disciplines.

1967

Another significant change in teacher education was the introduction of Summer Institutes at selected teachers' Colleges for the in-service education of teachers of Secondary Schools. These Summer Institutes were mainly organized for the teachers of Science and Mathematics in collaboration with UGC, NCERT and USAID (United States Agency for International Development). A large number of teachers were exposed to advanced methods of teaching and brought under the impact of latest developments in Science and Technology.

1969

The Report of the Second National Survey of Secondary Teacher Education in India conducted by the NCERT was published in 1969.

The main findings of the Second Survey are as follows :

(i) There were 273 Secondary teacher training institutions in April 1965. U.P. had the highest number of 56 and Orissa and J & K had the lowest number of 4 each.

(ii) There were 75.5% of the Training Colleges residential or partly residential and 24.5% were non-residential.

(iii) Only 91 out of 273 Teacher Training Institutions were equipped with facilities for in-service education through extension centres and units.

(iv) The student enrolment during the year 1964-65 was 25264 with an average of 102.

(v) The number of teacher educators was 2543 and the teacher-pupil ratio worked out at 1 : 10

(vi) Per capita expenditure in the year 1964-65 was Rs. 568 while total expenditure on teacher training institutions was Rs. 161,53,000.

1972

The Government of India decided to establish a National Council for Teacher Education consisting of 41 members. Among others are Union Minister of Education as President, one representative from each State Department of Education, a representative each of UGC, All India Council for Technical Education, CIBE, Planning Commission, NCERT and 12 experts from teacher training

The establishment of this Council met the long felt needs. The Education Commission had strongly pleaded for the establishment of NCTE. The CIBE also endorsed the proposal in its 36th Session held on September 18-19, 1972. The important functions of the Council were as follows :

(i) To advise Government of India on all matters concerning teacher education, including pre-service and in-service training, evaluation of curricula for teacher education and periodical review of progress in revising Curricula.

(ii) To advise State Governments on any matter referred to the Council by them.

(iii) To review the progress of Plan Schemes, both Central and States concerning teacher education.

(iv) To advise Government on ensuring adequate standards in teacher education.

(v) any other matter entrusted to the Council by the Government of India.

The NCTE was functioning through the following four Committees

(a) Committee on Pre-School and Elementary Teacher Education.

(b) Committee on Secondary and College Teacher Education.

(c) Committee for Training of Teachers for Special Schools for the Physically handicapped and Mentally Retarded.

(d) Steering Committee of NCTE.

1973

99 Summer Institutes in Science and Mathematics were organised at different Centres all over the country covering over 3300 teachers by the NCERT. One Summer institute each on Contemporary Problems in Indian Education, child Development and Applied Linguistics and language teaching were also organized by the NCERT.

1974

As per the recommendation of the first meeting of the general body of NCTE, 26 State-wise working groups were set up in 1974 to study the status of teacher education in the Country.

These working groups pointed out the following issues :

(i) No man power planning with respect to teacher has been done.

(ii) The quality of students seeking admission to teacher training institutions has gone down due to lack of proper admission procedure.

(iii) The existing curriculum at Primary Teacher Training level and Secondary Teacher Training needs to be modernized

in view the latest research findings in Psychology and methodologies of teaching.

(iv) There is dearth of good reading material produced in India.

(v) The Staffing pattern and Staff-student ratio shows wide variations from State to State.

(vi) Physical conditions are generally weak in private aided training institutions.

(vii) Research in teacher education has been a neglected area.

(viii) Reiterated the recommendations of the Education Commission for opening of few schools of Education atleast one in each State.

(ix) A few comprehensive Colleges may be established as an experimental measure.

(x) There is an urgent need for starting Special Courses for teacher educators of Primary Teacher Training Institutions.

(xi) Necessary steps need to be taken to ensure uniformity of standard in teacher education in all the States.

(xii) Steps be taken to keep every teacher educator abreast with the latest developments in his subject content, methodology of teaching and in the areas of his professional organization.

(xiii) The 10+2+3 structure of education has new implications for in-service education of teacher educators.

(xiv) Pedagogic orientation of beginning College teachers should prove to be of advantage in making teaching at the College level more effective.

1974

The Ministry of Education requested the State Governments in June 1974 to set up the State Boards of Teacher Education. The following functions were suggested for a State Board of Teacher Education :

(i) To prepare plans for the immediate and long term development of teacher education in the State both qualitative and quantitative.

(ii) To develop and prescribe standards for Teacher Training Institutions.

(iii) To prescribe norms in respect of physical facilities and academic and professional qualifications of staff of Teacher Training Institution and to insist on their adoption.

(iv) To recommend to the State Government accreditation of Teacher Training Institutions.

(v) To co-ordinate and improve standards of teacher education at all levels.

(vi) To advise the State Department of Education and Universities regarding programmes, curricula, text books and other instructional materials and examinations for teacher education.

(vii) To examine conditions of affiliation for Teacher Training Colleges as laid down by the Universities and to suggest improvements in them.

(viii) To arrange for periodical inspection of training institutions at all levels including Universities, Departments of Education in the State.

(ix) To recommend to the State Government grants to be given to teacher training institutions at all levels on the need-based criteria.

(x) To develop in co-operation with the State Department of Education and Universities, programmes for the in-service education of teacher educators and teachers both in subject matter and pedagogy.

1975

The Third National Survey of Secondary Teacher Education in India was conducted through a questionnaire. It attracted a response of 60%.

An All India Conference was organized at Delhi from July 3-5, 1975 for the finalization of B. Ed & M. Ed Courses in elementary teacher education. The main objective of these courses is to provide for specialized preparation in problems and methods of elementary education.

1977

Regional Colleges of Education introduced B.Ed. (Elementary education) courses for Arts and Science.

Regional Colleges of Education started a Correspondence-*cum*-Contact Course for the orientation of High School teachers and elementary teacher educators in January 1977. This programme has the objective of enriching the content and methodology in the subject areas of art and culture, English, Hindi, Mathematics, Social Sciences, Physical Sciences and Biological Sciences.

NCERT organized 42 Summer Science Institutes in Physics, Chemistry, Biology and Mathematics and trained 1844 teachers in these Institutes to enable them to teach at the higher secondary level. 45 Summer Institutes were organized in English, Sanskrit, History, Geography, Political Science and Economics.

A group of University Professors met at Sevagram in September 1977 and made certain suggestions for incorporation of Gandhian values in teacher education curriculum to enrich the same which led to publication of a Report of Gandhian values, Socially Useful Productive work and Community Work under Teacher Education Programme in September 1978.

Ishwarbhai J. Patel Committee (1977) appointed to review the curriculum for the Ten-year School has remarked that there should be cells for Socially useful Productive Work in the State Departments of Education and the State Institutes of Education to develop programmes of in-service training and a scheme of Course content of Socially useful Productive work for Teacher Training Colleges should be produced by NCERT in collaboration with such other institutes which have included manual labour in the regular programmes.

1978

The National Council of Teacher Education appointed four Regional Study teams having Principals of Regional Colleges

of Education of the Region as its Chairman, one member from Department of Teacher Education of NCERT and 5 members from the States of the Region as its members to study the problems of teacher education in different regions and to suggest ways and means to raise the standard of teacher education. They were also requested to recommend norms for Secondary Teacher Education Institutions.

The NCTE prepared "Teacher Education Curriculum—A Frame work" keeping in view the changing pattern of Education. In this frame work a detailed discussion has been done of objectives of Teacher Education at Pre-School Stage, Primary Stage, Secondary Stage, Higher Secondary and Collegiate Stage. The Courses have also been radically revised in the Frame work for all the stages of Teacher Education. The stage-wise courses with weightages of Teacher Education have been suggested as follows in the Frame work :

Pre-School Stages :—

<i>Area</i>	<i>Weight</i>	<i>Courses</i>
A. Pedagogical Theory	20%	(i) Teacher and Education in the Emerging Indian Society. (ii) Child Development (iii) Special courses according to the needs and facilities available.
B. Working with the community	20%	(iv) Work situations related to (i), (vi) and (viii).
C. Methodology and Practice Teaching including related practical work	60%	(v) Core Training Programme Package (10%) (vi) Special Training Programme package I : Child care (10%) (vii) Special Training Programme package II : Activity Method (10%)

(iii) Special Training Programme package
III : Art Music and work Experience (20%)

Primary Stage :—

- | | | |
|---|-----|---|
| A. Pedagogical Theory | 20% | <p>(i) Teacher and Education in the Emerging Indian Society.</p> <p>(ii) Child Psychology</p> <p>(iii) Special courses according to the needs and facilities available</p> |
| B. Working with the community | 20% | <p>(iv) Work situations related to (i), (viii), (ix), (x) and (xi)</p> |
| C. Content <i>cum</i> Methodology and Practice Teaching including Related Practical Work. | 60% | <p>(v) Core Training Programme Package (10%)</p> <p>(vi) Special Training Programme Package I : Language (10%)</p> <p>(vii) Package II : Mathematics (5%)</p> <p>(viii) Package III : Environmental Studies I (5%)</p> <p>(ix) Package IV : Environmental Studies II (5%)</p> <p>(x) Package V : Work Experience and Art (10%)</p> <p>(xi) Package VI : Health, Physical Education and Recreational Activities (5%)</p> |

Secondary Stage :—

A. Pedagogical Theory	20%	(xii) Related Practical Work (10%)
		(i) Teacher and Education in the Emerging Indian Society
		(ii) Educational Psychology
		(iii) Special courses according to the needs and facilities available
B. Working with the community	20%	(iv) Work situations related to (i), (vi), (vii), (viii) and (ix).
C. Content-cum-Methodology and Practice Teaching including Related Practical Work	60%	(v) Core Training Programme (10%)
		(vi) Special Training Programme
		Package I :
		Life Science/Physical Sciences/Social Sciences/Languages/Mathematics (20%)
		(vii) Special Training Programme Package II : Work Experience (10%)
		(viii) Special Training Programme Package III : Health, Physical Education, Games and Recreational Activities (10%)
		(ix) Related Practical Work (10%)

Higher Secondary Stage :—

A. Pedagogical Theory	30%	(i) Teacher and Education in the Emerging Indian Society	For Academic Stream For Vocational Stream A. As given in Academic Stream
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(ii) Educational
Psychology

(iii) Psychology
of Adoles-
cence

(iv) Special Cour-
ses as per the
needs and faci-
lities available

B.	Working with the commu- nity	20%	(v) Work situa- tions related to (i) and (viii)	B.	No need
C.	Content-cum- Methodology		(vi) Core Training programme Package (10%)	(vi)	As given in Academic Stream
			(vii) Special Training Programme Package I : Special subject (20%)	(vii)	Special Training Programme Package : Main voca- tion (20%)
			(iii) Special Training Programme Package II : Anyone voca- tion related to his subject of Special Secondary Training Pro- gramme Package I or II : (10%)	(viii)	Special Training Programme Package III : (10%)
			(ix) Related Practical Work.		

Collegiate Stage :—

- | | | |
|---|-----|---|
| A. Pedagogical Theory | 30% | (i) Teacher and Education in the Emerging Indian Society
(ii) Educational Psychology
(iii) Study of Indian Youth in Psychology and Sociological Overtones |
| B. Content-cum-Methodology and Practice Teaching including Related Work | 50% | (iv) Core Training Programme Package
(v) Special Training Programme Package I : Special Subject |

Post-graduate Studies in Education :—

- | | <i>M. Ed.</i> | <i>M. Phil.</i> |
|-----------------------|--|---|
| A. Pedagogical Theory | (i) Foundation Courses (20%)

(ii) Research Courses (20%)
(iii) Theoretical Courses (50%) | (i) Not needed for those having M. Ed/ M.A. (Edn.), But needed for those from other courses

(ii) Research Courses (50%)
(iii) Theoretical Courses in one area of specialization (50%) |

Or

Task-oriented courses. Any two areas of specialisation (60%)

Duration of the Courses :

- | | |
|-----------------------|--|
| (i) Pre-Primary Stage | Four to six semesters after class X |
| (ii) Primary Stage | Four to six semesters after class X |
| (iii) Secondary Stage | Two semesters after graduation
Two semesters after graduation |

(iv) Higher Secondary Stage	Two semesters after graduation.
(v) Collegiate Stage	One semester after graduation
(vi) Postgraduate Studies in Education	Two semesters after B. Ed. Two semesters after M.A.

1978

The Union Education Secretary, Government of India wrote to his Counterparts in the States/Union territories on 16.3.1978 stressing the importance of improving the standards of teacher education and the need for the national level organization as an accrediting agency of teacher education. He had further asked them whether the State Government would agree to the proposal of the NCTE performing the role of accrediting agency for the teacher educational institution of the States. Among the State Governments and Union Territories which have accepted the NCTE as a National level accrediting agency are the following :

Maharashtra, Nagaland, U.P., Arunachal Pradesh, Chandigarh, Mizoram, Pondicherry, Manipur and Andaman and Nicobar Islands.

The States of Gujarat, Kerala, M.P., West Bengal and Sikkim are considering the matter to accept the NCTE as accrediting agency while Andhra Pradesh, Agartala, Dadra and Nagar Haveli and Tamil Nadu have not accepted the proposal.

The NCTE appointed an expert Committee under Chairmanship of Dr (Smt.) Madhuri Shah, Vice-Chancellor S.N.D.T. University for Women, Bombay to consider the kind of teacher preparation necessary for the teaching at the College level and to recommend a suitable programme. The Committee thought that it is extremely necessary to give professional training to college teachers. It recommended the following three types of programmes :

(i) Full-time Pre-service Degree programme of 2 semesters duration for fresh post-graduate intending to become College

teachers leading to Master of Higher Education/Master of College Teaching Degree.

(ii) One semester in-service Diploma/Certificate Programme for beginning College teachers who have put in less than 5 years of teaching experience. This may be part-time, morning or evening, correspondence-*cum*-vacation/vacation courses.

(iii) Seminar Courses of 4 to 6 weeks duration for College teachers who have put in more than 5 years of teaching experience.

Malcolm S. Adiseshian Committee (1978) appointed to review the curriculum for +2 stage of Higher Secondary Education has made the following suggestions :

(i) There is need for reorganization of teacher education with the introduction of socially useful productive work and Community service as compulsory and integral part of education at the higher secondary stage for all students offering General Education and the launching of vocational Courses.

(ii) Unless a teacher is prepared by way of pre-service and in-service education to take up these new challenges of education, the objectives of the +2 reform will be a non-starter.

(iii) Teacher education courses should be re-organized and reconstructed so that who join the teaching profession are truly and conceptually committed to SUPW and Community work.

(iv) The new emphasis on practical work and vocation absorption of education has also to be incorporated in the teacher education curriculum so that the availability of suitable teachers to teach vocational courses may be ensured for the future. The Universities, the Teachers' Training Colleges, State Councils of Educational Research and Training, State Institutes of Education, State Institutes of Science Education, NCERT, Boards of Secondary Education, Agricultural Universities, institutions like ICAR and all others who are engaged in the programme of orientation of teachers should be actively involved in this task.

CHAPTER VI

Historical Development of Teacher Education in U.K.

History of Teacher Education in England and Wales

1806

A letter from Dr. Bell to Mrs Sarah Trimmer dated January 13, 1806 shows that both Bell and Lancaster had turned their energies to the training of teachers to carry out their respective system. However, Lancaster gave emphasis on lectures and abstract instructions while Bell emphasized "it is by attending the school, seeing what is going on there and taking a share in the office of tuition, that teachers are to be formed.

Lancaster formed 'A Plan for Educating 10,000 Poor children by establishing schools in Towns and Villages and for uniting Works of Industry with useful knowledge. The centre of this experiment was to be the village of Maiden Bradley in Somerset and purpose was to establish as many schools as possible in the locality for the training of rural School Master.

1809

The experiment was abandoned.

1810

The National Society developed at Baldwin's Gardens a training institution very similar to that in existence at the Borough except that the students made their own arrangements for board and lodging under the leadership of Dr. Bell.

An experiment on the lines of Baldwin's Gardens was made at Bishop Auckland under the inspiration of the Bishop of Dusham. The project was that there were to be nine "Foundation Boys" who were to act as monitors in the School under the direction of an assistant master. There was a very brisk demand for school master and duration of training as a foundation boy was commonly brief. The institution started sending foundation boy as school teachers. Acting school masters also attended the system. These institutions prepared both in matter and in method learning simultaneously how to spell and how to teach spelling.

1817

"Training masters" at Baldwin Gardens were supposed to spend at least three half-days in each school and course was to be repeated 2 or 3 times if possible.

1830-40

Two new training Institutions Glasgow Normal Training Seminary and the Home and Colonial Society (1836) were established.

1833

First Government Grant to Teachers' Training.

1834

By 1834 the average period of training had been increased to as many as five months. The average age for admission was 25-30 years.¹ At Borough Road the age most favoured was between 19 and 24.²

1834-39

Evidence upon the general State of teachers' training and upon the general lines of contemporary criticism is to be found in the reports of the evidence of witness to the select Committees on Education.

1. Select Committee on Education, 1834, Minutes of Evidence, p. 79.

2. *Ibid.*

1836

Foundation Stone of the Seminary.

It is important to realise that this title has nothing to do with the training of teachers. It was set up in order to train teachers to carry out this "training system" and the certificate if issued was one of Proficiency in the "Theory and practice of training."

1837

Appointment of Mr. John M'Crie to superintend the practical working of the system pursued in the Models School and to superintend and train the Normal Students both in the theory and in the art of teaching and training.

A special feature of Home and Colonial Infant School Society in the Gray's Inn Road was the training of nursery governess and at a later date preparation was afforded for mistresses of middle-class schools. It was the practice to give less actual information; the children were rather called on by questions to exercise their own faculties, with a view to strengthen them. The plan pursued at Glasgow (the elliptical plan) was not used except at the summing up or close of a lesson to aid in impressing the whole consecutively on the memory.

1838

Dr. Kay (later Sir James Kay—Shuttleworth) giving evidence before the Select Committee stated that "teachers from Scotland appear to me to be preferable to any others that I have yet seen" and that the Glasgow Normal Seminary was the most perfect school of this description.

1839

Government became of supreme importance in the matter of training.

1840

Shuttleworth opened the College in February 1840 and the first batch consisted of 8 pupil teachers from Norwood, all aged about 13 years. They were indentured as apprentices for

7 years or until they reached the age of 21. They were to receive at least three years' instruction in the training school and for two years they were to act as pupils teachers in the village school for three hours a day. At the end of their apprenticeship they were to be subjected to examination and if satisfactory were certified and be given employment as teachers in schools of industry for children. During the period of apprenticeship they were to receive remuneration with annual increments.

Opening of Diocesan Training College at Chester.

1841

Nine young men with ages ranging between 20 and 30 years were admitted for short courses for one year in Kay—Shuttleworth's College. He himself was the superintendent of the College.

Stow in a letter to Sir J. Graham made sweeping claims on behalf of his seminary we have had several deputations from the Church of England in consequence of which the diocesan training schools were established; the improvements in the Church of England Model School were copied from this institution; all the late improvements in the Borough Road School, gallery, etc. were professedly taken from us; the gallery system at Norwood and Battersea and throughout England was taken from this institution..... The Wesleyans throughout England are getting their teachers trained by us.³

Key Shuttleworth in his First Report on Battersea (1841) wrote :

"The severe life of Battersea was modelled upon what he saw at Vehrli's Normal School at Kreuzlingen (Switzerland) where the pupils had a day of constant work commencing at 4 or 5 in the morning and lasting until 9 at night with only three meals, and the Normal School at Berne, where the student worked in the fields for 8 hours a day in addition to their intellectual labour, wore the coarsest of peasant clothes, with wooden

3. Committee of Council on Education, Minutes 1843, p. 20.

shoes and no stockings and yet attained to a comparatively high academic standards.”⁴

Daily Schedule in the Battersea Normal School

5.30 a.m.	Day's work begin, domestic duties performed, everyone turned out to milk the cows or work in the garden.
7.30 a.m.	Short religious service, Supdt. received the reports of the prefects and gave a short address.
8.30 a.m.	Breakfast consisting of porridge and milk and at thus, as at every other meal, the tutors had the same fare as the students.
9.00 to 12.00	Work in Classes, the first half hour devoted to religious instruction.
12.00 to 1.00	Work in the garden.
1.00 to 2.00	Lunch
2.00 to 5.00	Classes again
5.00 to 6.00	Outdoor activity
6.15	Supper consisting of bread and milk.
8.00	Drill
	Rest of the evening in activities like music, mechanics or singing.
9.00	Day came to close with evening prayer.
9.20	All were in bed.

1841

Opening of Diocesan Training College at York (For Boys).

Opening of Diocesan Training College at York (For Girls).

St. Mark's Training College, Chelsea by National Society.

Students of about the age of 15 admitted and clothed, educated and maintained till the age of 21. The course was normally of 3 years' duration and rest of the apprenticeship was carried out in leading under the direction of the National Society.

4. J. Kay Shuttleworth : Four Periods of Public Education, 1862, pp. 303-8.

Derwent Coleridge, Principal of the College shared with Kay-Shuttleworth the idea that the great and primary function of the Training College was the giving of a culture to its students which included both religious and intellectual elements but his conception differed on one very important point. He did not belittle the importance of the missionary spirit as a motive but he thought that it was well also to appeal to "that keen sense and appreciation of social respectability, together with that energetic desire of social advancement which unite to form at once the moving spring, the self-acting safety valve and self-adjusting regulator of that great machine which we call the British Community."⁵

1842

First grant to Battersea Normal School of 1000.⁶

1843

Kay-Shuttleworth put the following objectives of the training College in the Second Report (1843) on Battersea : "The main object of a Normal School is the formation of the character of the School-master." He believed that "the path of the teacher is strewn with disappointment if he commences with a mercenary spirit. It is full of encouragement if he be inspired with the spirit of charity."

A further grant of £ 2200 for certain improvements.

Battersea Normal School handed over to the National Society.⁷

Appointment of Rev. Thomas Jackson as Principal of Battersea Normal School.

1846

Pupil teacher system introduced by Kay-Shuttleworth.

One of the most important dates in the story of the training of teachers in England. Establishment of a State-financed pupil-teacher system.

5. Derwent Coleridge : *The Teachers of the People* 1862, p. 30.

6. J. Kay Shuttleworth : *Four Period of Public Education*, p. 387.

7. J. Kay Shuttleworth : *Four Period of Public Education*, pp. 429-30.

Application of the principle of Government assistance in the maintenance of the training colleges.

Establishment of certificates for teachers issued by the Government and carrying with them emoluments guaranteed from State funds.

1849

Following upon a report by H.M.I. Moseley on the Southern district, in which he gave it as his opinion that certificates were granted too much on mere attainment and too little on professional efficiency, it was decided to withhold certificates obtained by training colleges until they had been incharge of a school and had been reported upon favourable by the Inspector.

1851

Additional assistance was given to the training colleges by a Minute of 1851 which made certificated teachers in Normal Schools eligible for the ordinary augmentations received by their fellows in ordinary elementary schools.

1854

The training Colleges were authorised to provide a one-year course for infant teachers, who were to sit for a special certificate examination.

The new rules were modified to provide a scale of payments of grant for each year of training.

1855

This scale was replaced by a flat rate in 1855.

An authorized syllabus was framed under Moseley and published finally.

1856

Students who did not fail hopelessly might be placed on the "schedule". Such students had to take the examination again but their scholarships were continued and the Colleges continued to receive grants for them.

Queen's Scholarships were made available to all recommended by the Colleges, pupil teachers and otherwise provided that they were over 18 years of age.

1857

10% of the Scholarship for infant School training might be awarded to non-pupil-teacher candidates who were over 18 years of age.

1858

Permission was given for candidates over 16 years to become pupil teachers of fourth-year standing provided they could pass the third year examination for pupil teachers.

1860

No further grants were to be given for building or enlarging training Colleges. It was the sign of the close of the Training College "boom".

1861

Revised Code of 1861 brought out certain changes in the regulation governing the work of the Training Colleges and the Certification of Teachers. Some of these changes are as follows :

(i) Schools were to suffer a loss of grant if there was not pupil teacher for every forty scholars after the first fifty.

(ii) Managers were to make their own arrangements with pupil teachers and pupil teacher's wages were to be settled in the agreement and not laid down by a regulation from the central authority.

(iii) At the end of the apprenticeship the pupil teacher was to be free to choose his profession and entitled to a testimonial from the Committee of Council to assist him in getting any sort of employment he pleased.

(iv) A "Normal School" was to include "a College for boarding, lodging and instructing candidates for the office of teacher in schools for the labouring classes" and "a practising department in which they may learn the exercise of their profession."

(v) The annual grants were to be paid in respect of Certified teachers on the Staff, lecturers qualified for special grant by examination and Queen's Scholars.

(vi) The grants to the managers were now dependent on examination results.

1863

By Minutes of March 31, 1863, the whole scheme of payment of grant to training Colleges as set out on the code of 1861 were swept away.

1868

The scheme was designed to work in its full simplicity in 1868 when a College would receive as grant 20 for each man, or 14 for each woman who had received two years of training in the College and had, since 1863, completed probation and become a Certificated teacher. The Queen's Scholarships were also abolished. Thus idealism in education was replaced by a sordid materialism. The effect of the Revised course upon the College was disastrous. The number of pupil teachers in proportion to the number of pupils in the schools dropped enormously. Where formerly there had been authorisation for one pupil teacher to 50 children, now there was one allowed for 90. Financially the training Colleges were very hard but in 1859 more than 80% of the expenses of some of the Colleges had been met by the Government Grant (at Cheltenham 94% were so met). Under the new rules the grant could not exceed 75% and might be less.

1870

The Education Act of 1870 had accustomed on increasing number of people to think of education as a secular matter and this was an important factor in the later developments of the training system. Just as the Board Schools stood for secular education, so the day training Colleges came to stand for the secular training of teachers.

1871

New Code of 1871 made the following significant changes :

(i) The original four classes of certificate were now reduced to three.

(ii) The number of 1863 had restricted grant to the training Colleges to students who had been 2 years in training but now the Colleges were to receive half grant for one year student until 1873.

(iii) The system of deferred grants was abolished.

(iv) The term Queen's Scholar was revived.

1875

Tunfell, Kay-Shuttleworth's staunch supporter remarked "We were pooh-poohed, then abused, then imitated; and now I have the satisfaction of seeing the establishment of 40 training Colleges all founded upon the principles first exemplified at Battersea.

1884

The Royal Commission on Technical Education in 1884 gave some attention to the teaching of art and science subjects in the training Colleges of Great Britain. The trouble was partly due to the lack of qualified lecturers and partly to the inefficiency of the supervision exercised by the Science and Art Department which worked independently of the Education Department.

1885

Only two of the Colleges for Women had recreation rooms although by 1893 they were nearly all so provided. The libraries rarely contained anything like a reasonable collection of educational works.

1886

The cross Commission of 1886 was concerned mainly with the national education system as a whole, with particular reference to the working of the Education Act of 1870 but some attention was paid to the quality and training of the teachers. The verdict on the work of the training Colleges was on the whole good.

1893

In 1893 provision was made for especially able students to spend a third year abroad and a number of such students

spent a year as assistants in foreign Normal Schools but the two-year course was the norm of training college activity.

1894-95

The position was summed up by an inspector in the Blue Book of 1894-95 "The Education Act of 1870 did not touch them. While it reacted with much and increasingly energetic effect upon the buildings and curriculum of the schools of the country, the training Colleges remained outside the influence of the current that was bearing onwards the elementary schools and, except in so far as the higher life of these latter reacted on them stimulating them into a higher intellectual activity, they remained quite or moved only very slowly on their own lines."⁸

1898

In 1898 it was stated that the number of candidates passing the Queen's Scholarship examinations was three times as great as the number of vacant places in the Colleges and the disadvantage under which the non-confirmist candidate suffered was enhanced. Many who failed to get into College managed to obtain the "acting teacher's Certificate and some obtained sufficient marks in the examination to qualify them to take pupil teachers.

The whole training system came under the review of a Departmental Committee on the Pupil Teacher System in 1898 although that Committee was mainly concerned with the pre-training College stage. It frankly recognized the lack of adequate training College accommodation and realised that there was little hope that new training Colleges would be established through voluntary effort. The Committee expressed its belief in the residential training College as the best institution for the training of the teacher whilst admitting that the day training Colleges were doing good work and that it was "to the [latter that it was necessary to look for any large extension of training College facilities.

8. Committee of Council, Report, 1894-5, p. 131.

1900

The code of 1900 reduced the ordinary period of pupil teachership (except in rural district) from 4 years to three years.

1902

In 1902 the annual examination of pupil teachers was abolished.

1904

The arrangements for the Training of Teachers were clarified and considerably altered.

1903

The Universities of Oxford, Birmingham, Durham and the Victoria University established diplomas for Secondary Teachers.

1905

In the Regulations of 1905 all applicants for degree courses were required to have passed a school leaving examination or to have obtained a distinction in the Preliminary examination for the Certificate.

1907

The bursary system was introduced to encourage intending teachers to stay on at secondary schools until the age of 18 though much of the final year could be spent as a student teacher in elementary schools.

1908

All applicants for one year courses from 1908 onwards would have to hold degrees or equivalent qualifications.

The first Regulations for the Training of Teachers in Secondary Schools appeared in 1908 offering grants of 20 per student for any number of students between 5 and 30. The Regulations stated that secondary department must be separately provided but could be part of another institution, that all the work must be professional that the teaching of one branch of the curriculum must be specially studied, that the course should be of one year's duration, should include 60 days of teaching and that only graduates or holders of equivalent qualifications should be accepted.

1911

The Board of Education introduced a completely separate set of regulations for four-year courses of teacher education. They laid down that the first three years were to be devoted to degree studies and the final year to professional studies.

1913

Training Colleges subjects were classified into professional, general and additional, two standards, ordinary and advanced were introduced and it was conceded that it was no longer necessary for all students to continue the study of all subjects.

A reissue of the Secondary School Training Regulations removed the limits on number of students and formally recognized secondary schools as training institutions.

1915

Provision was made for the Colleges (including of Course University departments), if they wished, to delegate all responsibility for teaching practice to a Secondary School or Schools.

1918

The four-year course in the department of education was well established from 1918 onwards and the three year concurrent course gradually died out.

1920

Four year Courses were permitted at the residential training Colleges and in a number of cases, at Birmingham, Leeds, London and Durham, arrangements were made for College four-year students to take degrees at neighbouring Universities.

1925

A departmental committee was set up under the Chairmanship of Vincent Burnham to review the arrangements for the training of teachers for public elementary schools. It recommended that University-trained teachers should continue

to spend four years over the process, whilst the teacher training College should last for only two. The report, however, was strongly in favour of greater co-operation between the Universities and the training Colleges.

1930

The Board of Education organized 9 regional joint boards with a central advisory board whose purpose was to supervise the standards that the regional boards adopted. This was a big step towards the present situation with regard to the organization of teacher training but the universities as such were not yet directly responsible for the training of teachers, although they were very much involved in their examination and final qualifications.

1938

The Joint Standing Committee of the Training College Association and Council of Principals issued a report entitled "The Training of Teachers".

1943

The Board of Education issued a scheme for the provision of emergency teachers' training Colleges. The object was to provide the additional number of teachers which would be required in the immediate post-war years and the chief sources of recruitment were obviously the Forces and other areas of National Service.

When the McNair Committee reported in 1944 it was decided in its recommendations for the structure and co-ordination of the national teacher training system though it was united in recommending that all teacher training institutions should be brought together in groups to provide "an integrated service for the education and training of teachers.

The report recommended very strongly that married women should be permitted to continue to teach and that provision should be made for refresher courses for those women who were returning to school after a prolonged period of absence.

The report recommended for establishing a Central Training Council and a number of Area Training Organizations. On the methods to be employed for an integrated service for the education and training of teachers the Committee was evenly divided and the following two Schemes emerged :

Scheme A : Each University was to establish a School of Education Consisting in "an organic federation of approved training institutions working in co-operation with other approved educational institutions" : and those university Schools of Education should be responsible for both the training and the examination of all students who were seeking the status of "qualified teacher" from the Board of Education.

Scheme B : The Joint Board Scheme :

This was a Continuation of the existing Joint Boards in closer relation with the Universities represented on them. The University Training Department and the training Colleges would preserve their identity and be in direct relation with the Board of Education and the Central Training Council.

In both the schemes the Area Training Organization was given the responsibility for the approval of curricula and syllabuses for all types of students under training. The A.T.O. would make the final assessment of the students' work by some agreed procedure and would then recommend to the Board of Education that certain students should be accepted for qualified teachers.

The Education Act 1944 had a number of sections which dealt with the question of teacher education. Section 62 dealt with the duties of the local education authorities in this matter. It provided that the Minister would make such arrangements as he considered expedient for ensuring that sufficient facilities should be available for the training of teachers for service in Schools, Colleges and other establishments maintained by the local education authorities. For this purpose the Minister might give any Local Education Authority such directions as he thought necessary, requiring the authority to establish, maintain and assist the provision

of any other facilities specified in the directions. Another Section 81 (C) dealt with the financial provisions for students undergoing courses in Teachers' Training Colleges and at the same time it gave power to Local Education Authorities to grant scholarships, exhibitions and other allowances to pupils over compulsory age, including those under training of teachers.

1948

The National Advisory Council on the Training and Supply of Teachers, established as part of the post-war re-organization of education recommended in 1948 both that the four-year grant system should be discontinued and that a training requirement for graduates should be introduced.

1949

The Standing Conference of Representatives of the Area Training organizations was established in order to consider matters on which it was thought a common policy was desirable. These included assessment and examination methods, the facilities available for teaching practice and the curricula involved in the award of certificates and diplomas.

1950

The Ministry of Education published, in 1950, circular 213 which stated that five passes at the G.C.E. "O" level examination would be the minimum academic qualifications normally required of candidates for admission to teachers' training Colleges. The Area Training Organizations, however, were given certain powers to admit students who appeared to be suitable in all other respects but who, for one reason or another, had not obtained the prescribed qualification.

1959

Crowther Report of 1959 had one important section on "Institutions and Teachers". It pleaded for an increased supply of teachers because of the additional duties to be placed upon the schools by raising of the school-leaving age and because of the need to improve the quality of the work already in progress in the Schools. It was felt that a longer

average school life would inevitably produce more candidates for teacher training.

The fifth report of the National Advisory Council underlines the educational advantages of a three-year course ; it considered that such a course would "go some way also to reflect the modern concept of a unified profession teaching in all types of Schools." It went on to suggest that the Education Act, 1944 had brought together the teachers trained in training Colleges and those from the Universities in a Common task of making secondary education available for all.

1962

The Eighth report of the National Advisory Council entitled "The Future Pattern of Education and Training of Teachers" produced three fundamental long-term objectives :

(a) The need for a substantial enlarged teaching force and consequently for an enlarged educational base from which to draw additional teachers ;

(b) the need for a flexible teaching force adoptable to the inevitable changes in demand and educational developments ;

(c) the need for a teaching force of high quality, universally and fully trained for its professional task.

It accepted that if the teaching force were to be adequately enlarged, there had to be much more recruiting from among those who were being educated in art Colleges, Colleges of Commerce, Technical Colleges and Colleges of Advanced technology. The objective of flexibility and mobility among the teaching force could be achieved by the production of, broadly speaking, two types of teachers—the specialist in his own field and the general practitioner who had been educated through the study of more than one subject. For the third objective, the report considered that before very long the majority of students on three-year college courses would possess, on entry to College, academic qualifications comparable with the minimum which university students currently possessed. However, the Council felt that the ultimate objective at which teacher training

should aim was a four-year course of education and training, whether taken concurrently or consecutively.

1963

The Robbins Committee made the following recommendations in relation to teacher education :

(1) Scheme A system of McNair Committee should be implemented but proposed that the logical next step should be taken, first, by uniting the departments of education and the institutes into Schools of Education and secondly by instituting a block grant for all the Colleges in each school, to be administered by the University, which would thus undertake not only academic supervision of the Colleges but also financial responsibility for their maintenance.

(2) The Council for National Academic Awards should be established. Though, it considered its use by Colleges of education but decided that this was not the best route for the Colleges.

(3) Academic and financial authority for the Colleges of education should go together and that the Colleges should become an integral part of a university school of education, being financed through the University Grants Committee. Some of the bigger Colleges might become individually constituent parts of a University or to become part of one.

(4) The teacher-training Colleges should be known in future as Colleges of Education.

Many of the excellent and enlightened suggestions of the Robbins Committee have been implemented : the Colleges have been renamed, the degree of Bachelor of Education has been established—in most cases as an honours degree—and the government of the Colleges has been liberalized as a result of the Weaver Report on the government of Colleges of Education which gave detailed consideration to some of the proposals in this field of the Robbins Committee. Nevertheless the fundamental Robbins' recommendation that the Colleges of Education should become integral part of the Universities themselves

through a new relationship with University Schools of Education, was not put into effect.

1965

The Weaver Committee was set up in 1965 as a result of the governmental decision to leave the control of the Local Education Authority Colleges in the hands of the Local Education Authorities. Many Colleges had felt that LEA control was often restrictive, being based on inappropriate criteria and the Association of Teachers in Colleges and Departments of Education (ATCDE) pressed for a review of the procedures of Control. Hence DES invited the bodies representing the LEAS, the voluntary Colleges and the teaching staff of the Colleges and a little later of the Universities, to join a working party under the Chairmanship of a senior DES officer. Much of the report consisted of proposals for a structure of control by LEAs which would give the degree of autonomy that was felt to be suited to institutions of higher education and had only previously been enjoyed by the voluntary Colleges and a minority of LEA Colleges. One matter which was particularly emphasized by the Committee was that the control of Staff appointments should rest with the governors rather than with an LEA Committee.

1967

The Central Advisory Council published its report "Children and Their Primary Schools", in 1967 and in Chapter 25 discussed in particular "The training of Primary School Teachers." The report made the following recommendations :

(1) The newly established B.Ed degree ought to be a major, if not the major, source of supply of graduates for Primary Schools ;

(2) There should be a full enquiry into the system of training teachers. and enquiry which is long overdue ;

(3) All Primary School teachers needed to be numerate as well as literate and efforts should be made to improve qualifications.

(4) There should be an extension of network of day Colleges and outposts in which mature students, with adopted hours and

modified tables, had proved their value ; an increase in the number of graduates in Primary Schools and more facilities for their training ; professional training for any graduates who proposed to teach in Primary Schools ; and the encouragement of closer contact and partnership between the Colleges and the Schools ;

(5) The Schools should play a bigger part in supervision of student teaching ;

(6) There should be more joint appointments to College and School staffs to aid the general Co-operation between Schools and Colleges.

1972

James Report (1972) made proposals for the training of teachers for an emerging system of Universal secondary education. It offered possible solutions to world-wide problems which have resulted from the recent rapid growth in education and the democratisation of secondary education. Many of these problems stem from the present dominance of the Universities and their unwillingness to change. The report suggested a continuation of general rather than vocational education. It allowed for concurrent educational studies in Colleges of education and Universities. James Report offered several possibilities. The first was that teacher education should clearly become part of higher education and entrance requirements should be the same as for polytechnics and Universities. Secondly it suggested that the general education of all teachers should be broadened and extended. Thirdly, that the present three-year Certificate programme should become a four-year programme of education and training leading to a degree. The present four-year Course—degree plus graduate certificate—should become a five year course. In each pattern an internship year should be an integral part.

The James Report recommends that teacher's professional education should continue throughout his life and divided this education into three cycles. The first cycle would be provided by a university or Council for National Academic Awards degree programme though the Committee would welcome and

would encourage those degree courses in which Education is studied as part of a joint degree. The second cycle would be a Common course of professional training extending over two years which would have been preceded for some by a two year diploma course and for others by a three-year degree course. The second cycle should itself be divided into two years. The first year would be within the College or department of education and the emphasis should be on preparation for work appropriate to a teacher at the beginning of his career rather than on formal courses in educational theory. The second year of the second cycle would put the student as a licenced teacher and he will begin to receive a salary. It would be viewed as an essential part of the initial training course. The third cycle will start with registration for training. It would cover a wide spectrum at one end of which are evening meetings and discussions, weekend conferences and other short-term activities and on the other end are long courses leading to higher degrees or advanced qualifications and requiring the release of teachers for full-time attendance at suitable establishments. The report also suggested that the existing degree of B.Ed. should be abolished as an initial training degree but it might be retained as an in-service qualification in the third cycle.

The report also suggested the abolition of the Area Training Organization system. In its place would be the Regional Council for Colleges and Department of Education at local level and the National Council for Teacher Education and Training at the national level.

1975

Britanica Book of the year 1975 reports "In Britain the Schools Council for the curriculum continued to produce curriculum proposals for various subjects, though the emphasis in its work turned toward disseminating previous findings rather than opening up new fields of research. As in other Countries, the British were beginning to find that it was one thing to propose curriculum innovations and improvements and quite another to get teachers to apply them. There was a good deal more stress on teacher training and in-service, though the economic climate restricted this development."

1978

A basic reorganization of the system of teacher education has started. All higher and further education outside the universities, including teacher education, is being assimilated into a common system under the control of local education authorities. A number of Colleges of education have been merged either with each other or with other Colleges of further education to form "liberal arts" colleges or institutions of higher education; some are to discontinue completely the initial training of teachers. In response to the continued decline in the birth rate and its implications for the size of future school population, the Government plans to reduce substantially the annual number of teachers education places available. It will involve the closure of some teacher training Colleges. As the first move towards a wholly graduate profession, three and four-year degree courses incorporating educational studies are being developed, although the three-year certificate course will also be maintained as long as they are needed. Increased importance is being given to the continued professional education of practising teachers in Britain and local authorities, Universities and Colleges provided a variety of in-service courses.

CHAPTER VII

Historical Development of Teacher Education in The USA

18th Century

1734

Prussia led the way.

Frederick William the First promoted a compulsory School law and issued his *Principia Regulativa* which prescribed the training of teachers as well as the School Curriculum.¹

1771-1798

After Frederick the Great came to Power, Baron von Zedlitz, who was his minister of public instruction established pedagogical institutes and also promoted the university study of pedagogy. He also established the first chair of pedagogy at Hale.²

1779

Establishment of the first University Chair of Pedagogy at Hale.

Similar positions were created in other European Universities in most cases in departments of Philosophy.

1806

Herbart was called to the chair of Philosophy and Pedagogy at Konigsberg and held that position for a quarter of Century.³

1. Thomas Alexander, *The Training of Elementary Teachers in Germany* (New York : Teachers College Press, 1922) p. 2.

2. William Boyd, *The History of Western Education*, 7th Ed. (New York : Barnes and Noble 1965) p. 46.

3. William Boyd, *op. cit.*, p. 311.

- 1807 During the period of French occupation that followed the treaty of Tilsit, in 1807 Young Prussians were sent to study with Pestalozzi in preparation for their participation in the development of Normal Schools throughout Prussia.
- 1809 William James' Talk of Teachers published in 1899 was widely read in Teacher Training Institutions. He offered many application of psychological principles to the teaching-learning process and his combination of psychological knowledge and common sense provided a sound basis for teaching. At the same time G. Stanley Hall focussed his attention on evolutionary theories of the development of mind and the related problems of "maturation". "Child study" became a required subject for instruction in Normal Schools. Secondary teachers became aware of adolescence as a special period in an individual's life.
- 1820 A few private academics began offering a modicum of teacher training in the U.S.A.
- 1834 The New York regents were authorized by the State legislature to subsidize teacher training in selected academics in that State.
- 1836 David Stow of Glasgow was responsible for the establishment of Normal School at Dundas Vale in 1836. The School was well financed and the first rector was sent to visit normal schools in Germany and France in preparation for his work and the graduate of the School were soon in great demand.⁴

4. Marjorie Cruickshank, *A History of the Training of Teachers in Scotland* (London : University of London Press, 1970), p. 46.

1839	The first publicly supported Normal School at Lexington, Massachusetts.
1840-1850	Several universities in the U.S.A. offered professional Courses on an occasional basis.
1840-1860	During the two decades, Normal Schools were established in connecticut, New York, Illionois and Minnesota. ⁵
1851	Henry Barnard reported that the Normal Schools in Massachusetts were offering courses in Algebra, Geometry, Astronomy, natural philosophy, intellectual philosophy, natural study ; a critical study of the English language : the History of the United States ; and historical geography. ⁶ Before this all the early Normal Schools offered instruction of a practical nature in "School Keeping" as well as a review of the common branches with discussion of the methods of teaching. Some offered much more.
1852	Horace Mann was offering instruction in Pedagogy at Antioch College in addition to his other duties.
Prior to Civil War	The great majority of elementary teachers continued to teach without professional preparation and in most cases without education of any kind.
After the Civil War	NEA Proceedings for 1874 reports 67 State and 54 private Normal Schools. While NEA Proceedings for 1898 reports 166 State and 165 private ones.

5. Charles A. Harper, *A Century of Public Teacher Education* (Washington, D.C : National Education Association : 1939).

6. Henry Barnard, *Normal Schools and other Agencies and Means Designed for the professional Education of Teachers* (Hatford : Case, Tiffany & Co., 1851) I : pp. 59-61.

- 1860-80 Oswego Method was predominant in teacher education. It was based on philosophy of Pestalozzi. Oswego Normal School tried it first.
- 1870-1900 Wesley estimates that normal school enrolments grew from ten thousand in 1870 to seventy thousand in 1900.⁷ The early Normal Schools admitted who had an early elementary education but during the last three decades it was possible to admit those who had a high school diploma.
- 1873 The State University of Iowa created a chair of didactics.⁸
- 1880-1900 Nearly all the State Universities as well as private ones, created Professorships of education or pedagogy. Many of them were within departments that combined education with psychology and philosophy and a single Professor used to teach all the Courses for teachers. Though J.F. Herbart died in 1841 but his influence did not become significant in American normal school until the last two decades. It radiated from the School at Normal, Illinois and replaced Pestalozzianism.
- 1889 Chartered the New York College for the Training of Teachers.
- 1892 Changed its name to Teachers' College and became associated with Columbia University.
- 1895 John Dewey was challenging some of the views of Herbart.

7. Edger Wesley, *NEA : The First Hundred years* (New York: Harper and Row Publishers, 1957), pp. 79-80.

8. Ernest Stabler, ed. *The Education of the Secondary School Teachers* (Middle Town, Ct ; Wesleyan University Press, 1962), p. 37.

- 1900 American teachers were becoming aware of the work of William James and G. Stanley Hall and were ready to develop the first truly American educational theories.
- After 1900 The discipline of didactics, pedagogy, or education was divided in most Universities into at least three sub-disciplines : Philosophy of education, history of education and educational psychology. Courses in methods and in classroom management were also offered and practice teaching was available. First Professors had to be recruited from older academic disciplines because advanced degrees in education were not available.
- 1909 Henry H. Goddard brought the Binet Test to America and translated it into English and restandardised it on American children.
- 1911-1920 19 normal schools changed their names to Teachers Colleges or College of education.
- 1914 Behavioristic revolution under John B. Watson had profound implications for teacher education.
- 1916 Lewis Terman published the Stanford Binet and the testing movement was off and running. Within next 20 years hundreds of tests were developed for the measurement of intelligence, aptitudes, achievements, interests and personality traits.
- The courses in "Tests and measurements" came to be included in all programmes of Teacher education.

1922

Educational psychologists turned towards Edward L. Thorndike whose thought placed the major emphasis on learning but did not ignore the importance of inherited individual differences. He was more willing than the behaviourists to more experimentation out of the laboratory and into the classroom. His publications were widely read by Professors of Education and students in Teachers' Colleges.

Early 20th Century

More and more Professorships of education were filled with Ph.D in education or Ed.D. but there were complaints from members of the older disciplines that Professors of Educational philosophy were not really philosophers and Professors of the History of education were insufficiently grounded in History.

Some Universities created joint Professorships.

1920-1930

Gestalt Psychology of Westheimer, Kohler and Koffka began to influence American psychology and education Gestalt principles were attractive to Progressive educators.

Psycho analysis though it had its origin before 1900 but had first substantial influence on American education during the 1920s and 1930s.

1921-1930

69 Normal Schools changing their names as earlier.

After 1925

Teachers College came to be widely recognized as the fountain-head of "Progressive Education." It impressed its philosophy on Normal Schools and teacher's colleges throughout the nation.

Departments and Schools of Education within Universities have been victims of attack from academic professors because they did not consider Teacher education as the responsibility of the Universities. However, State Universities have continued to accept teacher education as one of their proper responsibilities.

1930

President Conant of Harvard University saved and rebuilt Harvard Graduate School of Education. But President of Yale liquidated his own School of Education. However, most of the Universities have primarily Graduate School of Education stressing research on teaching and learning, on administration and on the social and psychological foundation of education.

1931-1940

Remaining changed thus the term "normal school" became absolute.

Following forces were responsible for change from Normal Schools to Teachers' Colleges

(a) Some students who had taken admission in Normal School were not interested in teaching and wanted schools to be College.

(b) State legislators thought a State-supported school should offer the kind of programme that the people wanted.

(c) Teachers thought it would be more prestigious to be professors.

(d) Normal School terms was a laughing stock.

(e) Normal Schools had offered 4 years of College level work since 1925 or 1930.

1938

Professor Bode of the Ohio State University, an early leader in the movement opened in 1938 about the Progressive education as follows : Prominent Connotation : "Child-Centredness" guided by such concepts as "interest", "freedom" and "self-activity".

Psychology : Learning by doing social
Philosophy : Superseding habits of competition with habits of co-operation.⁹

Behaviourism was given a new lease on life by B.F. Skinner who distinguished between respondent behaviour elicited by particular stimulus and operant behaviour emitted by the organism without any specific identifiable stimulus. This offered a possible explanation for many varieties of classroom learning.

1940

Gestalt Psychology remained high during the 1930s and but after 1940 it gradually declined.

Progressive education was losing influence in the Colleges of Education.

By 1940

Educational Psychologists in their text books presented conflicting theories of child development, learning motivation and emotion and leaving it to students to achieve an integration which the Professors and the text books writers had failed to achieve.

After World War II Public Schools under sharp criticism from parents, academic Professors, Journalists and University President on account of

9. Boyd H. Bode, *Progressive Education at the Cross Roads* (New York: Newson & Co., 1938)

teachers and the kind of education of teachers.

Main charges were :

- (i) Excess requirements of professional courses prior to certification.
- (ii) No proper liberal education of teachers.
- (iii) Insufficient knowledge of subjects of teaching.
- (iv) Indoctrination of educational philosophies not acceptable to the majority of Americans Professional educators being aware of the weakness and eager to correct them became defensive and some of them did not find any fault in the programme of teacher education and called critics as "enemies of the Schools".

Charges

Answers to the charges

- | | |
|--|--|
| (1) Schools become soft on the teaching of Dewey's philosophy | Critics had not read Dewey |
| (2) School children were unable to read | Legitimate room for debate concerning the methods of reading being taught in 1950 but charge was wrong. |
| (3) Graduates of European Secondary Schools were better educated | "Secondary" has different meanings in different nations and European Schools were more selective. |
| (4) All or most teachers were graduates of Teachers' Colleges | In 1950 only 33.5% of the elementary teachers and 16.8% of Secondary teachers were graduates of Teachers' Colleges. Others came from liberal arts Colleges and Universities. |

(5) A claim of novelist who visited many Teachers' College, wrote in *Life* "all were distinctly inferior to every liberal arts that I have ever seen."¹⁰ He had never been west of the Hudson President of Harvard. James B. Conant said "Nothing revealed by a close study of institutions designated as Teachers' Colleges compared to those designated as "Liberal Arts Colleges" Justifies a sweeping assertion that one type of institution consistently gives the student a better education than the other."¹¹

Acceptable Criticism

- (i) Standards were much too low.
- (ii) No entrance requirements other than High School graduation.
- (iii) admitted all or nearly all applicants into teacher education programme.
- (iv) Educational philosophy course was really propaganda for one point of view.
- (v) Duplication of content due to large number of different professional courses.
- (vi) Certification requirements specific for professional courses but extremely vague about the academic requirements even for High School teachers.

It was not a conspiracy against academic professors but the problems of educating children of all social classes had compelled professional educators to accept a philosophy of education that differed from traditions of higher education. One that placed less emphasis on academic scholarship and more on understanding the child and the learning process.

First half of the 20th Century	State Universities developed Colleges of Education offering undergraduate and graduate degrees in education from School administrators, specialists, future
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10. John William Sperry, "Who Teaches the Teachers" *Life* 29 (Oct. 16, 1950), pp. 146-54

11. James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill, 1963), p. 77

Professors of education as well as class-room teachers. Some private Universities followed the same.

American teacher education was greatly influenced by a complex and sometimes contradicting set of theories, points of view, attitude and practices that came to be known as Progressive education. John Dewey denied being the father of Progressive education and later became critic of some of theories and practices of the Progressive School. Cremin says "Throughout its history progressive education meant different people."¹²

1955

The Progressive Education Association closed its doors and gave an official closing date to the movement that had dominated educational thinking in America for half a century.

Bestor said in 1955 "The training of teachers for the public schools is one of the most important functions of American University. In recent times it has not been so treated. The blame rests squarely upon the faculties of liberal arts and Sciences who have simply abdicated their responsibilities."¹³

Steps Towards Reconciliation.

1950-1970

Being multipurpose institutions the proportion of their graduate declined rapidly in teacher education but because their total enrolments increased, so number of teachers from these Colleges continued to increase.

12. Lawrence A. Cremin, *The transformation of the School* (New York : Alfred A. Knopf. Random House, 1961), p. X

13. Arthur Bestor, *The Restoration of Learning* (Alfred A. Knopf, Random House, 1955), p. 242

1950-1960

A renewed interest in the thought process and learning experiences of young children was seen. The work of Piaget which had been well known to educators during the 1930s was rediscovered. Creativity replaced intelligence as a trait to be investigated and as a basis for selecting talented children for special attention in the Schools. At the same time an increased concern for socially disadvantaged children resulted in vigorous attempts to find ways of compensating for early childhood deprivation. Numerous efforts to find new and better ways of educating teachers in some of the colleges of education.

- (i) Team teaching instead of self-contained classrooms.
- (ii) Better use of television, teaching machines and other new kinds of equipment.
- (iii) Extended internships for the traditional period of Practice teaching.
- (iv) Seminars taught in conjunction with the internship in place of conventional courses in education.
- (v) Postponed professional Courses until the fifth College year.
- (vi) A plan of reorganization of Teacher education throughout the State of Arkansas in 1951 with the support of the Fund for the Advancement of Education which had been established by the Ford Foundation—Programme to provide for all teachers—four year programme of broad liberal education followed by a period during which an internship would be combined with professional studies. All Colleges in the State—Teachers' Colleges, Liberal Arts College and the State University were to participate.

It was opposed by professional organizations because they had not been consulted in advance and was contrary to integrated programme. It was modified but most of the Colleges in Arkansas went back to more conventional programmes when the assistance from the Fund terminated.

- (vii) For old liberal arts graduates who wanted to become teachers, the number of professional courses required was reduced and a paid Internship replaced the traditional practice teaching. In 1960 when the teacher shortage ended, these programmes were absorbed into the general programme for teachers.
- (viii) 1950—Master of Arts in Teaching Programme (MAT) in 1950. The purpose was to provide a graduate level programme open to carefully selected liberal arts graduate which combined advanced study of a scholarly discipline with a sequence of professional seminars and a period of internship.

1951—The Fund for the Advancement of Education made it possible for Harvard to enlarge its MAT programme by providing financial support to 29 distinguished liberal arts Colleges to arouse interest in secondary school teaching in liberal arts graduates. An annual stipend of \$ 1500 during internship was granted by the Fund grant other Universities from New England to California developed similar programmes. The programme could not be expanded because it was not sufficient to meet the supply of teachers but some basic principles of the MAT were accepted into the Programmes of the Colleges of Education.

- (ix) 1960—1970s.

Micro-Teaching spread from Stanford to many other institutions.

Teachers were prepared to teach "the new mathematics" and to use new techniques for teaching of the foreign languages.

Civil rights movements of 1960s led to new emphasis on preparing teachers for work with socially disadvantaged children. Effort was made to recruit teachers from minority groups.

Teacher education came under fresh attack from a group of critics like Paul Goodman, John Holt and Edgar Friendenberg. They supported selection of teachers on the basis of their personal traits and social attitudes rather than their professional or academic education but their influence was restricted because they failed to work co-operatively with either the academic or professional groups 1970—The interest of academic Scholars in teacher education particularly in the larger and more highly departmentalized Universities was again declining. They found the task too demanding and too time-consuming.

Experimentation and Reform

(x) After 1970

Shift from numbers to quality.

5 year programmes because of the standards for permanent certification.

Entrance standards gradually rose, Many old controversies reopened: liberal Vs. professional and vocational education,

Content Vs. Process

Freedom Vs. Restrictions

Whole Vs. Part learning

Society Vs. the individual

Heredity Vs. environment

Teacher education, it seems, will remain a subject for controversy.

Within 20 years

The Teachers' Colleges began changing themselves into multi-purpose State Colleges or State Universities which granted liberal—arts and other degrees as well as degree in education.

1950-1957

Many academic scholars gained the impression that professional educators had no interest in the liberal education of teachers and no concern for their knowledge of subject matter. Some Professors of Education gained the impression that their academic critics were opposed to all professional education for teachers. However, there were the views of the extremists.

1958, 1959 & 1960

Three conferences called by National Commission on Teacher education and Professional Standards (TEPS) went a long way dispelling these erroneous views. When both sat together, they discovered that they were not as apart as many had thought. They agreed that a sound programme of teacher education must include :

- (i) a broad and liberal general education ;
 - (ii) a study in depth of at least one academic field ;
 - (iii) solid preparation in professional education ;
 - (iv) an internship or extended period of practice teaching ;
 - (v) extending the period of preparation of teachers from 4 to at least 5 years beyond high School ;
 - (vi) scholars from the humanities, the social sciences and the sciences should co-operate with professors of education in planning programme for teachers—
- The result was the development of Inter-departmental committees on teacher education in many universities and liberal arts Colleges.

1970

By 1970 the Single-purpose teachers Colleges had become almost obsolete.

1975

Most of the Students for teachers' training come from State-supported institutions. In the future most of our secondary as well as elementary teachers will come from State Colleges and Universities.

CHAPTER VIII

Historical Development of Teacher Education in the USSR

1624

A Kievan religious order, the Lutsk Brotherhood, composed an educational document defining the qualifications of a teacher. They included devotion, judiciousness, humility, gentleness, continence and sobriety. The good teacher should not be a usurer, a fornicator, a liar or an envious, ridiculous or irascible person. He should above all conduct himself with religious piety and never fall into heresy.

1631

An academy based on the local Brotherhood School was opened in Kiev. The theory of education and educational policy in the Moscow State was greatly influenced by the experience of the Brotherhood Schools and the Kiev Academy as well as by foreign educational theory (especially the educational views of Comenius).

Second half of 17th Century

Simeon Polotsky and Epifany Slavinetsky who were important figures put forward a number of progressive views on educational theory. Polotsky attached the greatest importance to education ("young hearts are like Wax"). Slavinetsky's *The Element of citizenship in children's customs* which was influenced by Comenius's *Rules of Behaviour*, was the first Russian manual for parents and teachers.

1780

The State educational system was established. F.I. Yankovich-de-Mirievo played a great part in organizing this system. His "Guide for Teachers" was the first didactic work for Russian Teachers. Works of Moscow University Professors were of fundamental importance for the development of pedagogical thought.

1780

Moscow University Professors drew up an original didactic methodology entitled "The Method of Teaching". This work stressed the role of teacher educator and supported the idea of visual element in education.

1804

The School Act of 1804 under Alexander I responded to a demand for reforms, put forward by men such as N.I. Novikov who founded the first newspaper for children. The Act established four level of schools :

- (i) Parish Schools (1 year)
- (ii) County Schools (2 years)
- (iii) Secondary Schools (4 years)
- (iv) Universities (4 years)

1810

N.I. Novikov demonstrated the great importance of education in his article on Education and the guidance of children for spreading useful knowledge and general well being. He was one of the first to insist that man should be educated as a citizen.

1811

Secondary School curriculum was extended to 7 years.

1816

Chief Pedagogical Institute, a higher teachers' training school of the boarding-school type established by the statute of December 23, 1816. The task of the Institute was the preparation of teachers for the Gymnasiums, teachers and tutors

for private and boarding schools and professors and instructors for instructions of higher learning. It had a six-year course of study and was divided into three sections : Physical and Mathematical Sciences, Philosophical and Judicial studies and historical and philological studies.

1819

Need for teachers was met by the Pedagogical Institute in St. Petersburg which was raised to University rank.

The Chief Pedagogical Institute ceased to exist and all the students were transferred to St. Petersburg University.

1828

The Chief Pedagogical Institute was re-established by the Statute of September 23, 1828. It was divided into the same three sections as earlier.

1838

On December 12, 1838 the Second Division was established as special branch of the chief Pedagogical Institute for the training of teachers for the Primary provincial and Parish Schools.

1849

The courses of the Chief Pedagogical Institute were shortened to four years and restricted to two departments : Physics and Mathematics and history and philology.

1854

NIKOLAI ALEKS AND ROVICH KORF born on July 2, 1834 was Russian Pedagogue and methodologist. He graduated from the St. Petersburg Alexander Lycee in 1854. He was the originator of a type of on-classroom Zemstro School with a three-year period of study. He developed a method for conducting a lesson with the teacher working simultaneously with three classes. He organized training meetings for teachers. His important works are Reports of the Aleksand rovka District School council which provided information on the experience of the work of Zemstvo schools with the aim of aiding teachers to educate themselves.

1858

By a decree of November 15, 1858 the Chief Pedagogical Institute was closed down.

1859

The Institute actually ceased functioning.

1860

K.D. Ushinskii exerted enormous influence on the development of pre-school pedagogy. The basic task of Soviet pre-school pedagogy is the development of the content forms and methods of the Communist upbringing of pre-school children.

1863

A new University was opened at Odessa.

1864

Two acts were passed to improve elementary and secondary education. With the exception of the church schools, all the elementary schools were brought under the supervision of the Ministry of Education and three types of Secondary Schools (Gimnazia) were created :

- (i) Classical, with Greek and Latin.
- (ii) Classical with latin only.
- (iii) Modern (realnaya)

1864-74

Over the decade the Zemstvos opened some 10,000 elementary schools on modern pedagogical lines in addition to teachers' seminaries.

1871

A decree made the modern Gimnazia revert to classical curricula. A series of administrative measures excluded thousands of students from the universities for political reasons. Secondary education became more expensive and access to it was restricted for children of non-noble origin with quotas established for Jewish pupils.

1895

The Second-class Teachers' Schools were established by a ukase of 1895. They were opened with the permission of the

teaching Council attached to the Synod and were maintained on its funds. The schools accepted adolescents of the orthodox faith whose education amounted to completion of a first-class parish school and elementary school. Certain second-class teachers' school had preparatory grades. Attached to the Second-class Teachers' Schools were first-class Parish schools in which the future teachers gave their first lessons.

1897

24% of the population above the age of 9 were literate.

1906

PETER FEDOROVICH KAPTEREV born on July 7, 1849 was Russian educator and psychologist. He was one of the organizers of the First Congress on Family upbringing and the first All-Russian Congress on Educational Psychology in 1906. He demanded the creation of a single school system accessible to all levels of the population. After Revolution he became Professor of Education at the University of Voronezh. His important classical writings are : The New Russian Pedagogy : Its main ideas, trends and proponents (1897), a History of Russian Pedagogy (1910) Essays on Didactics (1885) and The Process of Education (1905).

1907

A classical work "The subject Method of Teaching" was published. The author was Vasilii Porfir' Evich Vakhterov.

1913

V.P. Vakhterov published another classical book "Principles of Modern Pedagogy."

1914-15

There were 28 teachers' Colleges.

1914

40% of the population above the age of 9 were literate.

1918

A decree "on the Separation of Church and State and Church and School was published on February 5, 1918.

1918

A further decree of the Council of People's Commissars published June 5, 1918 put all types of Schools including pre-schools and adult institutions under the People's Commissariat of Education.

In October 1918 the unified Labor School was established by Statute as the only type of institution for the RSFSR at the elementary and secondary school levels. Its curriculum had two stages, first a 5 year stage for children from 8 to 13, and then a four-year stage for children from 13 to 17. The Universities and other institutions of higher learning were also brought under the control of Government and the Party.

1918

The Second-class Teachers' School ceased to exist.

A.J. Herzen Leningrad Pedagogical Institute founded in 1918 as the Third Petrograd Pedagogical Institute.

The Soviet Government ordered by decree :

(a) Separation of church and School—abolition of religious instruction in favour of atheistic indoctrination.

(b) Co-education of both sexes in all schools.

(c) Self Government of students in Schools and Universities.

(d) Abolition of marks and examinations.

(e) Introduction of productive labour.

1919

The Programme adopted at Eighth Party congress of Communist Party in 1919 called for "the transformation of the school system from a weapon of bourgeois class rule into a weapon for the complete abolition of the division of society into classes, into a weapon of the Communist rebirth of society.

N.K. Krupskay and A.V. Lunacharsky tried to realize the following revolutionary measures as laid down in the Party's programme of 1919 :

(a) Introduction of free and compulsory general and poly-technical education upto the age of 17 within the unified Labour School.

(b) The establishment of a system of pre-school education to assist in the emancipation of women.

(c) The opening of universities and other higher institutions to the working people.

(d) The expansion of professional education for persons from the age of 17.

(e) The creation of a system of mass adult education combined with the propaganda of the communist ideas.

1920

Higher Pedagogical courses that trained teachers for secondary general and vocational educational institutions from among those students who graduated from a university were for the first time organized by the People's Commissariat of Education of the RSFSR in 1920 for teachers of secondary-level schools. These courses had a term of instruction that lasted four months.

IRKUTSK Pedagogical Institute was founded in 1920s as the Institute of People's Education.

Lenin Pedagogical Institute was renamed as A.I. Herzen Third Petragrad Pedagogical Institute.

1921

The term of higher pedagogical courses was extended to one year.

The institute of the Red Professors (IKP), a specialized higher educational institute that trained teachers for higher educational Institutions in Social Sciences as well as specialists for scientific research institutions and central party and State organs, was established in Moscow in accordance with a decree of the Council of People's Commissars of the RSFSR dated Feb., 21, 1921 and signed by V.I. Lenin. It had three divisions of Economics, History and Philosophy till 1928.

Irkutsk Pedagogical Institute was recognized as the Pedagogical department of the University of Irkutsk.

1922

The higher pedagogical Courses were renamed as higher scientific and pedagogical Courses.

1922-23

The first, second and Third Pedagogical Institutes merged to form the A.I. Herzen Leningrad Pedagogical Institute.

1923-24

V.R. Vakhterov worked as Lecturer in the Pedagogical Department at the Second Moscow State University.

1924

The higher scientific and pedagogical courses were started at the Pedagogical department of the Second Moscow State University (MGU). These courses not only trained teachers of pedagogy and the methodology of individual subjects for specialized secondary educational institutions but also scholarly personnel.

A training division was organized in the Institute of Red Professors (IKR).

1921

FEDOR FILIPPOVICH KOROLEV born on September 18, 1898 was Soviet educator. He began his pedagogical activity in 1925. He was doctor of Pedagogical Sciences in 1959 and became Professor of Pedagogical Sciences in 1961. In 1965 he became member of the Academy of the Pedagogical Sciences of the RSFSR and in 1968 of the Academy of Pedagogical Sciences of the USSR. He was editor-in-chief of the Journal SOVETSKAIA PEDAGOGIKA from 1963 to 1971. He worked on problems of the theory and practice of Communist upbringing, the Communist children's movement, the history and theory of pedagogy and the history of Soviet school system. He conducted research on the methodological and theoretical principles of Pedagogy and on teaching methods. For his pedagogical work he was awarded the K.D. Ushinskij and N.K.

Knipskaia medals. He has 7 or 8 classical works to his credit on pedagogy.

1930

IKP was divided into independent institutes of History, party History, Economics, Philosophy and Natural Sciences.

1931

Irkutsk Pedagogical Institute became an independent Pedagogical institute.

The structure and contents of school education underwent change with the decree of 1931.

(a) 4 years minimum of schooling for the rural districts and 7 years for the cities.

(b) The new system of general education embraced the grades one to ten.

(c) The new curriculum was to provide the students with a firm knowledge of the basic academic subjects and was to be controlled by a system of marks and examinations.

(d) The decisive role of the teacher within the educational process was re-established.

(e) Manual work disappeared from the School curriculum as well as from the teacher-training institutions.

1933

The higher scientific and pedagogical courses continued to be taught at the institute now known as the Lenin State Pedagogical Institute in Moscow until 1933.

1934

The Central Committee and the Council of People's Commissars passed a further decree "on the structure of the Elementary and Secondary School in the USSR" which provided the basis for making the seven-year school the general rule in the Soviet education.

1935

Since 1935 the Leningrad Pedagogical Institute has been publishing *Uchenye Zapiski*.

1938

Institutes for Advanced Teacher Training which were institutions for educational and methodological assistance in improving the skills of teachers and other educational personnel were organized in 1938. They were set up under the ministries of education in the Union republics and autonomous republics and under the offices of education on the Krai and oblast level.

1943

The Academy of Pedagogical Sciences of the Russian Soviet Federated Socialist Republic (APN RSFSR) was founded by a resolution of the Council of People's Commissars of the USSR in October 1943 in Moscow under the Ministry of Education of the RSFSR. The aims of the academy were to develop general and specialized pedagogy, the theory and practice of physical and aesthetic training and methods of teaching academic subjects in schools providing general education; to work out problems in the history of pedagogy and to train scholarly pedagogical specialists. The APNRSFSRZ maintained ten research institutes and a number of laboratories and experimental schools.

1944-52

Lenin State Pedagogical Institute in Moscow organized higher pedagogical courses with a one-year term of instruction to train teachers in special subjects for pedagogical schools during 1944-52.

1954-59

Higher pedagogical courses trained teachers for technical schools and for schools of consumer co-operative societies.

1956

The number of universities had risen to 40. Training of teachers was provided by specialized teachers' Colleges of which there were 222 in 1956 with some 700,000 students. In addition, many University graduates went to teaching posts.

1956

Ivan Andreevich Kairov born on December 4, 1893 was soviet educator and prominent in Soviet Public education.

He was doctor of pedagogical Sciences. From 1925 to 1929 he was head of the agricultural education department in the Central Administration for Professional Education of the RSFSR People's Commissariat for Education. From 1929 to 1948 he headed various pedagogical sub-departments at higher educational institutions in Moscow. From 1942 to 1950 he was editor-in-chief of the Journal SOVETSKAIA PEDAGOGIKA. From 1949 to 1956 he was minister of education RSFSR. Under his direction and with his help pedagogical text books have been compiled for pedagogical institutes and universities. He was awarded three orders of Lenin and various medals.

1958

The supreme soviet of the USSR worked out and adopted the Law on the strengthening of the link between the School and Life and the further development of the system of National education in the USSR. This law faced Soviet educational theory with the need to elaborate new theoretical problems and called for the creation of new teaching plans and programmes and the study of the reconstruction of the national education system. Educational research establishment also turned their attention to study the methods used in research and specially to the use of experiments in this sphere.

Educational Research was carried out the institutes of the RSFSR. Academy of Pedagogical Sciences, in Pedagogical research institutes of the Union Republics, in educational faculties at institutions of higher education and in the largest teacher training institutes.

The new structure of the school system after 1958 is as follows :

(a) The basic school with compulsory education is the 8 year general and polytechnical labour school for ages 7 to 15.

(b) Secondary education beyond the 8 year school is provided alternatively by secondary general and polytechnical labour schools with production training or by evening or alternating—shift secondary general education schools, the

former school for working or rural youth. Both types were three-year school embracing grades 9 to 11.

1960

The problems of pre-school pedagogy are worked on comprehensively at the Institute of Pre-School Education of the Academy of Pedagogical Sciences of the USSR which was founded in 1960.

1964

A revision of the school reform was carried out between August 1964 and November 1966 that brought about several important results :

(a) Grade 11 of the Secondary School was abolished—General education returned to the 10-year programme.

(b) vocational training in upper grades was retained only in a small number of well-equipped secondary schools.

(c) a new curriculum and new syllabi for all subjects were elaborated.

1966

The APN RSFSR was reorganised as the Academy of Pedagogical Sciences of the USSR and the following aims were prescribed for it :—

(i) To develop and realize leading trends in pedagogy, psychology, developmental physiology and other sciences dealing with problems in the moral and general education of the younger generation ;

(ii) to find new ways of perfecting education, upbringing and instruction and to prepare scholarly and practical recommendations for use in the educational system ;

(iii) to improve methods of training and raise the quality of pedagogical specialists ;

(iv) to co-ordinate all USSR research in pedagogical science and further its development in all the union republics ; and

(v) to promote the dissemination of pedagogical knowledge among the people,

A central ministry of education was established in Moscow to co-ordinate and guide the activities of the administrative bodies in each of the Republics.

1967

Higher pedagogical courses were established in association with the Academy of Pedagogical Sciences of the USSR for the purpose of retraining teachers of pedagogy and psychology for Universities and pedagogical institutes.

1969

The APN USSR consisted of three divisions ; Theory and history of Pedagogy, general teaching methods and individual methodologies and psychology and developmental physiology. The Academy maintains 12 scientific research institutes : general pedagogy, general and educational psychology, physiology of children and adolescents, pre-school education, general problems in education, contents and methods of instruction, school equipment and technical educational aids, education in the arts, work training and professional orientation, teaching of the Russian language in national schools, general education for adults and the study of defectives. The academy operates other institutions, including ten experimental schools, a library and a scientific archive.

Higher pedagogical courses were reorganized into the Institute for improving the qualifications of Teachers of Pedagogical Disciplines at Universities and Pedagogical Institutes affiliated with the Academy of Pedagogical Sciences of the USSR.

DEFEKTOLOGIJA, a scientific and methodological Journal, the organ of the Academy of Pedagogical Sciences of the USSR published in Moscow since 1969. It is issued six times a year. The Journal deals with problems of the theory and practice and training and bringing up (pre-school and school-age) children with disturbances in their mental and physical development of the general and vocational education of the deaf and blind adults, of defectological education and so on. It popularises the most progressive experience of

special schools and pre-school institutions. It publishes material about new technological methods and text books for training anomalous children and provides counsel and advice.

According to decree of 1969 about 75% should receive Universal full time education within the normal secondary school, the remainder either in specialized secondary schools or 3 or 4 year establishments that combine vocational Training and academic instruction.

1972

There were 178 Institutes for Advanced Teacher Training in the USSR. Among the primary organizational forms employed by these institutes are various types of courses requiring attendance and correspondence courses, seminars in methodology, field work groups and groups and individual tutorials. The institutes participate with the regular teacher-training institutions and scientific research institutions in organizing pedagogic lectures in holding conferences on theory and practice and in producing teacher-training exhibits. To promote self-study by teachers and other educational workers, the institutes create curricula, thematic assignments and tests of recommended reading and publish methodological literature and study aids for teachers through local publishing offices.

The Irkutsk Pedagogical Institute comprises the departments of History, Russian Language and Literature, natural sciences and Geography, Mathematics, Physics, vocational teacher training, pedagogy and methodology of pre-school education, pedagogy and methodology of elementary education, defectology and musical pedagogy. There is a correspondence as well as a graduate school. The institute publishes *Uchenya Zapiski* and inter-University collection since 1934 and 1968 respectively.

Kiev Pedagogical Institute has departments of Physics, Mathematics, natural Sciences, Geography, Philology, History, pedagogy, musical instructions and defectology, correspondence and preparatory division, a graduate school and 23

research and teaching laboratories. It has been granted the right to confer doctoral and candidates degrees. It has trained more than 40,000 teachers since its foundation.

KIRGHIZ WOMEN'S PEDAGOGICAL INSTITUTE established in 1945 had departments of Physics and Mathematics, Biology, Philology, foreign language, music pedagogy and the methodology of Primary education, pre-school pedagogy and Psychology. There are also a correspondence division, 19 sub-departments and 11 training laboratories. Since its foundation it has trained about 5000 specialists.

1972-73

The A.I. Herzen Leningrad Pedagogical Institutes had an enrolment of 11,300 students and a faculty of more than 800 teachers including 82 Professors and doctors of sciences and 429 docents and candidates of sciences.

1973

The A.I. Herzen Leningrad Pedagogical Institute had departments of Pedagogy, History, Russian Language and Literature, foreign languages, Mathematics, Physics, natural Sciences, Chemistry, Geography, Defectology, Physical Education and drawing. Secondary-School teachers received training in 36 specialities. There was also a department for the advanced training of teachers at Pedagogical Institutes and vocational Schools.

CHAPTER IX

Micro-Teaching

According to Allen and Ryan¹ Micro-Teaching is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers. Micro teaching provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the teacher receives a great deal of feedback on his performance. To minimize the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed. The teacher instructs only a few students instead of the normal 25 to 30.

Micro teaching is an idea having five propositions as its core.

(i) Micro-Teaching is real teaching. Though a special situation is created so that students and teacher work together in a practice-teaching programme, but actual teaching takes place. So it is real teaching and not mock teaching.

(ii) Micro-teaching reduces the complex situation of a normal classroom teaching. The teacher is not required to face a big size of students. He is also not required to teach much subject matter. The time of classroom is also reduced to minimum possible time. All these things reduce the complex situation of the classroom.

1. Allen Divight and Ryan, Kevin : Micro-teaching Addison-Wesley Publishing Co., Inc., London 1969, p. 1.

(iii) Micro-teaching emphasises one particular task in one particular lesson. The teacher is not required to perform different types of tasks in one lesson. He may emphasize one particular skill in one lesson. He may practise one particular technique of teaching in another lesson. He may develop the mastery of certain curricular materials in another lesson. He may use the task of demonstration of teaching method in some other lesson.

(iv) Micro-teaching permits for the increased control of practice. For this purpose the time required in the lesson, the number of students to be taught, the method of feedback to be provided to the teacher and procedure of supervision used by the teacher educator can be manipulated. It helps in building into the teacher education programme.

(v) Micro-teaching increases the understanding of results or feed back dimension in teaching. According to the procedure prescribed in micro-teaching, the student-teacher engages in critical study of his performance in the classroom immediately after a micro lesson. This engagement in critical study is done through several sources of feed back. The teacher educator and the colleague student-teachers help the student-teachers in making critical study of his performance. Arrangements are also made to get feedback from students whom the student-teacher has taught in micro lesson. If the teacher educator has the facility of video-tape he uses video-tape playback to help the teacher. All the sources of feedback help in translating into practice when the student-teacher re-teaches shortly after the discussion and criticism conference.

Component--Skills approach

The teaching involves a lot of skills. In the teacher education, an approach of evaluating teaching as a whole has been followed. This has caused subjective evaluation of student-teachers. Different teacher educators reached to different conclusions about the same student-teacher on account of this global approach of evaluation.

However, the teaching can be classified into different components, if Component-Skills approach is adopted. Though

no unanimity has been possible to prepare a list of skills of teaching but there are general teaching skills that should be developed in the student-teachers to make them effective teachers.

Some of the skills are as follows :

- (i) Introduction of the Topic.
- (ii) Fluency in asking questions.
- (iii) Probing questions.
- (iv) Higher order questions.
- (v) Divergent questions.
- (vi) Dealing with answers.
- (vii) Stimulus with answers.
- (viii) Silence and nonverbal cues.
- (ix) Reinforcement of students participation.
- (x) Illustrations and examples.
- (xi) Use of black-board.
- (xii) Lecturing.
- (xiii) Explaining.
- (xiv) Group discussion.
- (xv) Planned repetition.
- (xvi) Teacher liveliness.
- (xvii) Closure.

Let us discuss these Skills briefly :

(i) Introduction of the topic

The traditional teacher educators have also been emphasizing the importance of introducing the lesson by the student-teachers. The proper introduction of the lesson helps in clarifying the purposes of instructions and using students' previous knowledge and skills to involve them in the lesson.

In traditional lessons, a student-teacher spends 4 or 5 minutes in introducing the lesson. Since micro-teaching lessons are generally of 5 minutes, so a whole micro-teaching lesson may be devoted for the introduction of the topic. This introduction may take the form of presenting a problem, a demonstration, a recitation or story-telling.

(ii) Fluency in asking questions

The student-teacher should be given practice of not only asking the questions but also asking them fluently. If the student-teacher does not ask questions fluently, this may cause discontinuity in the development of the lesson.

Since it is an important Skill of teaching, the student teacher should be asked to prepare and give 4 or 5 lessons with the aim of developing fluency in asking questions.

(iii) Probing questions

The student-teachers are instructed to ask probing questions from the students so that effective learning takes place. But the student-teacher can do this only if he is given practice of asking probing questions. This Skill cannot be developed properly if the student-teacher attempts to do several things in the same lesson. In micro-teaching, the student-teacher is asked to develop a particular skill at a particular time. Thus each student should give 4 or 5 micro-teaching lessons with the objective of developing ability of asking probing questions.

(iv) Higher order questions

In the classroom we have students of different intelligence and achievement level. A good student-teacher has to ask questions of higher order also so that students of higher level also take interest in the lesson. Framing questions of higher order like any other type of questions is a matter of skill development. Through a programme of micro-teaching, practice may be provided for asking higher order questions. 4 or 5 lessons may be given during students-teaching for the development of higher-order questions skill.

(v) Divergent questions

The student-teachers should not ask questions of the same type from all the students. They should not also ask the same type of questions at the same time.

Their questions may be

- (a) to test the previous knowledge of the students about the topic

- (b) to test if they could recall something
- (c) to test if they could recognize something
- (d) to test if they could analyse the problems
- (e) to enable them to reason about something
- (f) to enable them to apply their knowledge to a specific problem.

A good student-teacher should develop the skill of asking such different types of questions. Thus his questions may be of what, why, where and how type. This can be done by giving 10 or 15 micro teaching lessons on this skill during student-teaching.

(vi) Dealing with answers

The answers given by the students in responses to the questions asked by the student-teachers may be of different types :

- (a) The answer may be fully correct.
- (b) The answer may be completely incorrect.
- (c) The answer may be partly correct and partly incorrect.
- (d) The answer may be only a part answer.

Dealing with answers of the first type is not difficult. Dealing with answers of the second type requires a greater skill on the part of teachers in general and student-teachers in particular. The student-teachers generally disapprove his answer and ask the same questions from other students till they find the one who can answer correctly. If they do not find any such student they answer the question themselves. The student-teacher does not make effort to elicit a right answer from the student. He should think over the question again. It may be too difficult, vague or the student needs more time for the answer. Thus the teacher may ask simpler questions leading to that answer which he expected from the difficult or the vague question.

This requires practice in dealing with answers. 4 or 5 lessons of micro teaching to develop this skill may be given during student teaching.

(vii) Stimulus Variation

The student-teachers should not remain stationary in their teaching. This provides boredom to the students. The student-teacher should do something in his teaching to break student-boredom. There are various ways of doing this. Movement of the teachers from one place to another relieves the boredom of teaching from one spot. Gestures of Head, hand and body movements also help in breaking boredom. Focusing on specific material may also provide stimulus variation. Pausing during a lesson can accomplish several effects. It can prepare student for an important statement or questions. Changes in speech pattern, Intensity of sound or light may also cause stimulus variation.

(viii) Silence and non-Verbal Cues

The student teacher finds it difficult to use this skill. However a regular teacher can use it through giving a smile, nodding one's head, frowning, raising one's hand to indicate silence, etc. The Cues may be used by showing acceptance as well as by showing rejection.

(ix) Reinforcement of students' participation

The student-teacher should develop the skill of positive and negative reinforcement. Good reinforcement may include the remarks like "Good", "Fine", "Excellent" and "Nice". Negative reinforcement may include the remarks like "No", "Wrong", "Poor", etc.

The reinforcement may be verbal as well as non-verbal. The examples of Verbal reinforcement have already been given in the previous para. Non-verbal reinforcement may be in the following forms :

- (i) student-teacher nods and smiles.
- (ii) student-teacher moving towards pupil to show approval.
- (iii) student-teacher giving a friendly look.
- (iv) student-teacher writing the pupil's response on the black-board.
- (v) Sneering.

(vi) frowning.

(vii) annoyance.

While the first four examples are of positive reinforcement, the last three examples are of negative reinforcement.

The Student-teachers may be given the practice of developing these skills through micro teaching lessons.

(x) Illustrations and examples

The student-teacher should develop the skill of illustrations and examples through 4 or 5 micro teaching lessons because they help the student-teacher to develop his lesson more effectively. They motivate the students and make their understanding clear.

(xi) Use of black board

The use of black board has been emphasized in the traditional lesson-planning also. The student-teacher is required to write the black board summary in his lesson plan. The student-teacher should pay his special attention for developing this skill. 4 or 5 lessons of micro teaching can be very helpful in developing this skill.

(xii) Lecturing

Lecturing is the least desirable in student-teaching. However, there may be extra-ordinary student-teachers who may use this skill also for explaining the difficult things. The student-teacher should be able to keep the students' interest and enable them to learn. This skill can also be developed through lessons of micro-teaching.

(xiii) Explaining

The skill of explaining involves some other skills also. For example the use of illustrations and examples may also be used for explaining. Similarly the use of teaching aids may also be made for developing skill of explaining. The most important requirements of this skill are command over the subject matter and the language. 4 or 5 lessons may be given to the student-teacher for developing this skill.

(xiv) Group discussion

The learning takes place more effectively if students are involved actively in the development of lesson. A student-teacher can effectively use the technique of Group discussion for effective learning. The student-teacher can develop this skill through 4 or 5 lessons of micro teaching on encouraging group discussion.

(xv) Planned repetition

The newly taught subject matter should be repeated immediately for maximal learning. This should be done in planned manner. To make an effective of this, the student-teacher should develop this skill through lessons of micro-teaching on planned repetition.

(xvi) Teacher liveliness

The student-teacher should create a life in the lesson. This makes the students also lively. For achieving this, the student teacher should develop the skill of teacher-liveliness through establishing rapport with his students.

(xvii) Closure

Closure is in many ways complementary to introducing the lesson. If the student-teacher is able to relate the new knowledge with the previous knowledge, closure is said to have been achieved. It is attempted at the end of each unit and of a lesson. There may be instructional closure as well as cognitive closure. The former is attempted at the end of the lesson but the latter is attempted for checking with the students to see whether they have made the all-important questions.

This is an important still of teaching. The student-teacher should be given the practice of developing this skill through micro-teaching.

Elements of Micro-teaching

Micro-teaching is a very elastic idea. Its true test is the translating of it into reality. It can be applied by those teachers who propose to improve their teaching ability. How can this

be done ? Each must adopt micro-teaching to his situations and needs. However, there are certain common elements of micro-teaching. They are as follows :

(i) Decisions

The micro-teaching is done in a clinic. Before Clinic's operations, certain decisions are made. Some of them are Primary nature while others are of secondary nature.

Primary decisions involve purposes and objectives. The following issues require primary decision :

(a) Is it the purpose of the clinic to train people in already identified skills ?

(b) Is the clinic to be used as a research tool to identify technical skills of teaching ?

(c) Is the clinic to be used to investigate other aspects of the teaching process.

(d) Is the clinic to be used for a combination of these purposes ?

(e) If the answer of question No. (d) is yes, in what proportions ?

(f) Who is to be trained through micro-teaching ?

(g) How will the student-teachers use the training of micro-teaching ?

(h) What are skills, techniques and strategies which the clinic will help bring about ?

(i) Does the micro-teaching clinic fit in the over all programme of training ?

(j) How will the student-teachers be instructed in the skills and techniques to be practised in the clinic ?

(k) Will the student-teachers be shown live demonstration ?

(l) Will the student-teachers have written instructions ?

(m) Will the student-teachers see model tapes of the behaviour ?

(n) How will the over all results of the clinic be evaluated ?

There are some decisions which are not of the same importance. They can be called secondary decisions. Here are some of them :

- (a) Who will supervise the lessons in micro-teaching ?
- (b) What kinds of training will be provided to the supervisors ?
- (c) How many students are required for micro-teaching clinic ?
- (d) How many students are required for a micro lesson ?
- (e) On what basis will the students be grouped ?
- (f) What will be the duration of a micro lesson ?
- (g) Will all the lessons require the same duration irrespective of the skill to be learnt ?
- (h) What will be the duration of a critique period ?
- (i) What types of feedback will be required ?
- (j) What will be the forms of feedback ? Written or verbal.
- (k) What type of educational technology will be required ?
- (l) What will be the difference in the use of micro-teaching appliances in India as compared to foreign countries ?
- (m) Who will look after the day-to-day operations of the micro-teaching clinic ?
- (n) Who will make the programme of micro-teaching lessons ?

(ii) Structure

The micro-teaching needs building a structure for its implementation. Obviously the structure will depend upon the primary and secondary decisions made. However, the following principles should be observed in developing the structure of micro-teaching :

- (a) The overall structure must take the human factors into account. For examples alternative arrangements should be planned against sickness, late coming and forgetting appointments.
- (b) The schedule of micro-teaching lessons should not be very tight otherwise it will lead to tiredness.
- (c) There may be some stumbling blocks like running out of feedback forms or breaking down of equipment.

- (d) Observing the punctuality towards the schedule. If one micro-teaching is delayed, other lessons should not be subsequently delayed. If possible, one micro-teaching may be cancelled for the day but the next micro-teaching lesson should be at its scheduled time.

(iii) Patterns of Training

Various patterns of training in micro-teaching are possible but mainly three types of patterns of training have been developed. They are—

(a) **The micro-lesson** : It is of 5 minutes duration for a particular skill. The supervisor observes the lesson which is video-taped. At the end of the lesson, rating forms are given to the students for their reaction about the lesson and to the supervisor for his comment. It is followed by a critique period during which the student-teacher and the supervisor discuss the performance of the skill, reactions of the students and comments of the supervisor. The parts of Video-tape are gone over. This critique period is generally of 10 minutes. It is followed by 15 minutes planning period during which the student-teacher recasts his lesson. Then he re-teaches the lesson but to a new group of students. It is again followed by filling out of the rating forms and viewing of the parts of the video-tape. The supervisor makes further suggestions for further improvement of the lesson. This procedure is repeated after two days for the same skill.

(b) **The micro-class** : It comes after a few weeks of micro-lessons when the student-teacher has practised some basic skills of teaching. 3 or 4 student-teachers work on the team basis, each teaching a unit of his own field. Each lesson is from 20 to 25 minutes duration. The unit comprises a series of 12 lessons. A micro-class session takes a full hour : 20 minutes of teaching, 30 minutes of group critique. In this micro-class the student-teachers develop a frankness about their Teaching, see the value of feedback and criticism from their colleagues and become increasingly realistic about their own teaching.

(c) **Research clinical Sessions** : They are self-contained units. The training is conducted under strict experimental conditions.

In the session, the student-teacher teaches 5 minute lesson. The lesson is taped and is used for the experiments. The student-teacher views the model tape. Then he sees the tape of his initial performance. It is followed by a re-teach lesson to practise the model skill. This cycle of practice is repeated in micro clinical session.

(iv) The Supervisor

The micro-teaching supervisor needs training in a micro-setting. In this training the supervisor should be provided the following learning experiences :

(a) Explanation and discussion of component-skills approach to teaching.

(b) Exploration of rationale and benefits of focussing on individual skills.

(c) Explanation of various strategies and techniques of supervision.

(d) Examination of the individual teaching skills and related professional decisions that make up the curriculum of the micro-teaching clinic.

After getting proper training in micro-teaching setting, the supervisor should know his responsibilities. They are two fold :

(a) He should help the student-teachers to develop the ability to perform a skill.

(b) He should help the student-teachers to learn when and where the skills are used. The supervisor must help the student-teachers in making these professional decisions.

(v) Micro-teaching students

Micro-teaching is a real teaching. Its aim is to provide a realistic teaching experience. It is, therefore, necessary that such students should be selected for micro-teaching as the student-teacher is expected to teach ultimately. If proper selection of students is made, it is expected that they will take their responsibility seriously, will work hard and will be thoughtful in the use of the evaluation instruments. The best means for recruiting such students in a school for micro-teach-

ing is to ask for volunteers. However, it should be clearly explained to the students that the main purpose of the programme is the training of teachers rather than the teaching of students. The teaching of students will be, however, a by-product of their involvement in the programme. However, the training of micro-teaching students would be essential. They have to be told that the micro-teaching clinic is not a school. No indisciplinary activity will be tolerated. They will have to be regular and punctual in attending the classes. They will also be trained about filling in the rating forms. The purpose is that they should understand each item of rating form. If there are extreme differences on a particular item, discussion may be held to give evidence they used for rating.

(vi) Video-tape recording

It is not an essential part of the micro teaching lesson. It is possible to have micro-teaching lesson without the use of video-tape recording. However, Video-tape recording helps the micro-teaching process. On the one hand it is a very thrilling experience that the student-teacher views the development and display of his teaching skills. On the other hand it is a powerful feedback in the micro-teaching process. It helps the supervisor in supporting and reinforcing the supervisory instruction.

However, if there is no video-tape recording, arrangements have to be made for a feedback of different type. For this purpose a number of techniques have been developed for the Interaction Analysis of the classroom behaviour of the teacher and the students. For example Flander's technique for Interaction Analysis (FIAT) is quite famous all over the world. There are several other techniques also. Recently a new technique has been developed by Mr. Roy Harris. He calls this technique as Interaction Analysis of Class Room Transactions (ACTS).

In this technique the transactions which occur in the classroom teaching are recorded. Both Verbal and non-verbal transactions are recorded. Mr Roy Harris has divided these classroom transactions into four areas. They are—

- (a) Talks initiated by the teacher
- (b) Talks initiated by the student
- (c) Responses of the teacher
- (d) Responses of the student.

According to Roy Harris the various definitions and coding symbols for each category of oral behaviour are as follows :

Initiation

Substantive	: Expository talk-statements of facts, explanations, descriptions, etc.	S
Personal	: Teacher talks about own personal experiences, opinions, feelings	i
Orientation	: Reference to future learning	or
Review	: Reference to previous learning either in a previous lesson or in the immediate past during the current lesson.	re
Knowledge of result	: Feedback to students about their achievements	Kr

Questioning

Closed	: Asking for simple recall of facts, names of things, places, persons, processes, etc.	Cq
Open	: Asking for divergent, original, creative answers.	Op
Procedural	: Asking about methods of doing something.	Pq
Descriptive	: Asking for a description of something	dq
Explanatory	: Asking for reasons or casual relations.	Yq
Evaluative	: Asking for a Judgment or a Comparison or an assessment	Eq
Personal	: Asking about experiences, feelings.	iq
Modified	: A question repeated in a some what different form	mq

Repeated	: A question repeated exactly.	rq
Rhetorical	: Questions which are really statements, no answer being expected.	rhq
Elaborative	: Asking for a more detailed answer.	elq
Knowledge of results	: Asking students about their learning	krq
(If a question is "open", prefix the letter "O" otherwise it is considered "Closed")		

Direction

Procedural	: Directions showing how to do something and how not to do something.	Pd Pdt
Commands	: Orders related to norms of behaviour ; disciplinary in nature Do's and Don'ts	d dt
Promoting	: cues to help students answer a question or do something.	Cu
Exhortation	: Encouraging students to raise their motivation	ex

Response

Recognition of feeling	: Accepting and clarifying an attitude or the feelings of student or class in a warm and friendly manner	f
Acceptance	: Indicating that a student's answer is correct or acceptable	a
Rejection	: Indicating that an answer is wrong or unacceptable	X
Praise	: Giving Credit to a student or class	+
Blame	: Criticising a student or class	b
Elaboration	: Enlarging upon a student's answer or developing a student's idea	el

The technique of ACTS of Interaction Analysis is easier to work with. It gives equal importance to the behaviour of both the teacher and his students.

Thus these are the elements of micro-teaching. The micro-teaching process may have Video-tape recording or Interaction analysis of classroom behaviour. Since we do not have perfect classrooms we cannot have perfect micro-teaching clinics.

CHAPTER X

National Council of Educational Research and Training

Introduction

The National Council of Educational Research and Training, generally known as NCERT, was established on September 1, 1961. It took over the Central Institute of Education (1947), The Central Bureau of Text Books Research (1954), The Central Bureau of Educational and Vocational Guidance (1954), The All India Council for Secondary Education (1955), The Directorate of Extension Programme for Secondary Education, generally known as DEPSE (1955). The National Institute of Basic Education (1956), The National Fundamental Educational Centre (1956), and the National Institute of Audio-visual Education (1959). These organizations were set up in the years noted against each in the brackets for the improvement of school education.

The NCERT assists the Ministry of Education and Social welfare in the formulation and implementation of its policies and programmes in the field of education.

The main functions of the Council are :

- (a) To undertake, aid, promote and co-ordinate research in all branches of education ;
- (b) To organize pre-service and in-service training, mainly at an advanced level ;
- (c) To undertake the publication of such books, periodicals and other literature as may be necessary for the furtherance of its objects ;

- (d) To act as a clearing-house for ideas and information on educational research, training and extension.

In order to carryout such functions effectively, NCERT works in close co-operation with the Education Departments in the States and the Universities and generally with all institutions set up in the country for furthering the objectives of school education. The NCERT also maintains close contract with similar international and national organisations throughout the world. In order to make the results of its work known to the public, it undertakes the publication of books, Journals and other literature.

The NCERT has set up several institutions for organizing its training and extension programmes and for carrying out and promoting research activities.

The NCERT maintains a close liaison with all the State Governments through its net work of offices of Field Advisors in the States.

The NCERT has the National Institute of Educational (NIE) at Delhi. This institute is primarily concerned with research and development. The NIE has several Departments, units and cells.

Departments

- (a) Department of School Education
- (b) Department of Education in Science and Mathematics
- (c) Department of Education in Social Sciences and Humanities
- (d) Department of Teacher Education
- (e) Department of Educational Psychology and Foundations of Education
- (f) Department of Text books
- (g) Department of Teaching Aids
- (h) Publication Department
- (i) Workshop Department.

Units

- (a) National Talent Search unit
- (b) Survey and Data Processing unit
- (c) Policy, Planning and Evaluation unit
- (d) Library and Documentation unit
- (e) Vocationalisation of Education unit
- (f) Examination Reform unit
- (g) Examination Research unit

Cells

- (a) Primary Curriculum Development Cell
- (b) Journals Cell.

In the category of Department from (a) to (e) are academic departments and from (f) to (i) are service or production departments.

A Centre for Educational Technology has been established at Delhi for the development of innovations in education and building an Information Bank on Educational Technology. It functions as a constituent unit of the NCERT.

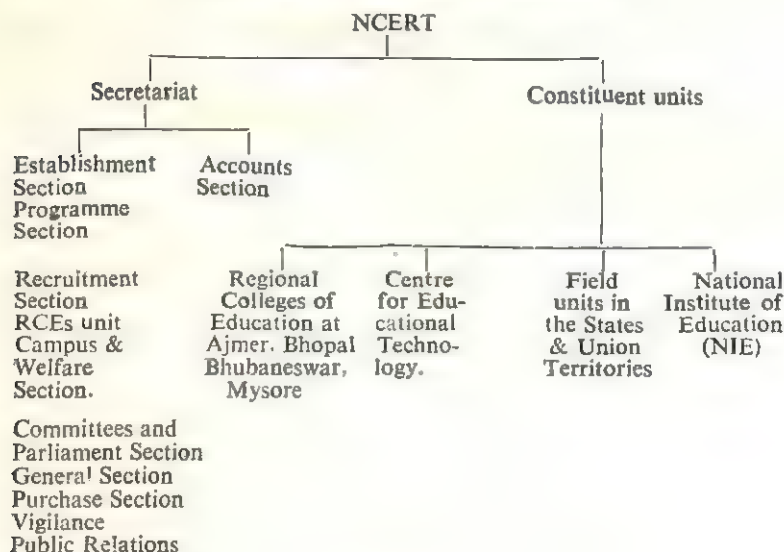
The NCERT runs four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. These Colleges also function as constituent unit of the NCERT. These colleges have extensive laboratory, library and residential facilities and are affiliated to the respective State Universities. They run a content-*cum*-pedagogy course of four years' duration leading to the B.Sc, B.Ed in Science and the B.A., B. Ed in languages. The 4-year Courses run in the Regional Colleges of Education are meant to implement the view that education should be treated as a professional subject like engineering, medicine, etc., and students must be trained in the subjects and in pedagogy simultaneously. These Colleges run one-year B.Ed Courses also of special significance among the one-year B. Ed Courses are those pertaining to Science, agriculture, Commerce and languages.

Three of the Regional Colleges of Education at Ajmer, Bhopal and Bhubaneshwar are offering M.Ed Courses. All

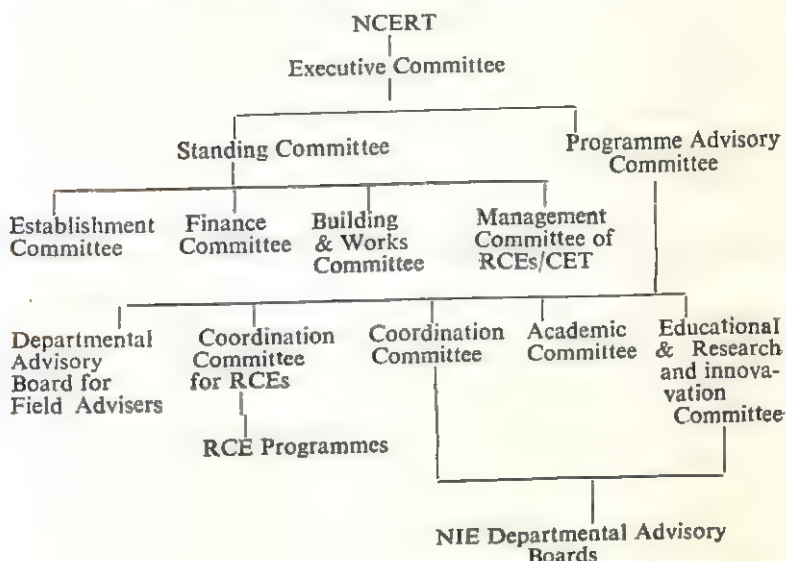
the four Regional Colleges of Education (RCE) also organize in-service education courses for the school teachers and teacher educators. They are being developed to function as centres of excellence for the four regions of the country. The NCERT has embarked on a specific project to clear the backlog of untrained teachers through these Regional Colleges of Education. In this scheme, intensive Correspondance-cum Summer School facility is provided to employed trained teachers in order to assist them to qualify for the B. Ed. This Course is open to those Post-graduates and graduates who have five years teaching experience in case of graduates and three years experience in case of Postgraduates in Science and 5 years standing as a graduate.

The NCERT organizes a variety of Summer Institutes to provide facilities and opportunities of growth to school teachers and teacher educators. Among these, the Summer Institutes in Physics, Chemistry, Biology and Mathematics are of great significance.

The structure of the NCERT is as follows :



The functioning of the NCERT is as follows :



Role

The NCERT is uniquely situated to play a very important role in school education in India. By working out suitable educational material and conducting programmes of teacher orientation, the NCERT makes it possible for educational policies initiated by the Central Advisory Board of Education to be implemented. Over the years it has come to acquire a status of its own and has developed expertise in various fields of school education.

The role of the NCERT in Indian education has acquired added significance at the present juncture when the country has shifted its emphasis from quantitative expansion to qualitative improvement of school education. The NCERT is primarily responsible for stimulating and accelerating transformation of education in the country and has launched upon a revision of curricula to suit the needs of 10+2 pattern of school education with the aim of making education more relevant to the needs of the society and geared to the attainment of national objectives.

Educational research is obviously an important component of this qualitative improvement. This has already been accepted as one of the principal objectives of the NCERT. In addition to the research done in the departments of the NIE, the NCERT has been giving financial assistance through Educational Research and Innovation Committee (ERIC) to research projects from outside the NCERT.

Department of Teacher Education

It is one of the several Departments of the National Institute of Education. It is responsible for organizing programmes for the improvement of teacher education and working as a secretariat to the National Council for Teacher Education (NCTE) and its standing Committees and also looking after the implementation 10+2+3 pattern of schooling.

The main activities of the Department have been as follows :

(i) The Ministry of Education entrusted this Department with the task of conducting refresher courses for the Appreciation of Fine Arts for the Staff of the Colleges of education in the country. The Department conducted such Courses for participants at Lucknow and Patiala in 1976 and in 1977 respectively.

(ii) The Department has so far made 3 surveys of Secondary Teacher Education in India. The last survey has been done in 1975-76.

(iii) The Department organizes an annual conferences of Directors of State Institutes of Education to discuss the future programmes of the institutes.

(iv) The Department conducts a number of workshops, Conferences and seminars in different parts of the country for intensive and teacher education programme at the secondary level.

(v) The Department organized several summer institutes in Physics, Chemistry, Biology, Mathematics, English, Sanskrit, History, Geography, Political Science and Economics at the

time of introduction of +2 level under the new pattern of education.

(vi) An all-India conference was organized at Delhi in 1975 for the finalization of B.Ed and M.Ed courses in elementary teacher education.

(vii) The Department organizes training programmes on Micro-Teaching for secondary teacher educators. About 200 secondary teacher educators have been trained in these programmes so far.

(viii) A national competition on Seminar Readings for Elementary and Secondary teacher educators is organized every year and prizes are awarded on the best articles.

(ix) The Department organizes orientation programmes for Principals of Higher Secondary Schools affiliated to the CBSE.

(x) The Department has been co-ordinating the orientation programmes in connection with the implementation of the ten year school curriculum and the +2 level curriculum.

(xi) The Department functions as a secretariate for the National Council for Teacher Education. The functions of the NCTE are as follows :

- (a) To advise the Government of India on all matters concerning teacher education, including pre-service and in-service training, evaluation of the curricula for teacher education and periodical review of the progress in revising the curricula ;
- (b) To advise State governments on any matter referred to the council by them ;
- (c) To review the progress of plan schemes, both Central and State concerning teacher education ;
- (d) To advise the Government on ensuring adequate standards in teacher education.

The NCTE functions through its various standing Committees. The Standing Committees are :

- (i) Pre-School Teacher Education Committee.

- (ii) Elementary Teacher Education Committee.
- (iii) Secondary Teacher Education Committee.
- (iv) Technical, Vocational and Work Experience Teacher Education Committee.
- (v) In-service Teacher Education Committee.
- (vi) Committee on Standards in Teacher Education.
- (vii) Committee for Teacher Preparation for special Schools for the Physically Handicapped and Mentally Retarded.
- (viii) Committee to Determine the Equivalence of Foreign Degrees/Diplomas in Teacher Education.

Centre for Educational Technology

The CET was set up in May 1973. It has been working in five main areas which are as follows :

- (i) Study and development of new and effective systems of education.
- (ii) Research and development work in software and hardware.
- (iii) Training for competencies and capabilities in the field of educational technology.
- (iv) Evaluation of programmes, materials and learning systems.
- (v) Collection and dissemination of information and development of banks for software and hardware and extension work.

The Centre has undertaken a number of programmes, the major ones of which are :

- (i) Satellite Instructional Television Experiment (1975).
- (ii) Radio for School Education (1975).
- (iii) Feasibility Studies for Designing of systems of Education (1975).
- (iv) Project for Development of Audio-Tape Library (1975).
- (v) Bank on Nursery Rhymes (1975).

- (vi) Multi-media Package for the In-service training of the Primary School Teachers in Science (1976).
- (vii) Seminars on Educational Technology (Every year since 1976).
- (viii) Correspondence-cum-contact Programme (1977).
- (ix) Orientation in Educational Technology (1977).
- (x) Seminar for orientation and Selection of Promising ETV Script-writers (1977).
- (xi) Training programme on Educational Television for Elementary Teacher Educators (1978).
- (xii) A four week's Joint India—Maldives Training Course for Educational Radio Production with the assistance of UNESCO and UNDP.

Regional Colleges of Education

The Three Regional Colleges of Education at Ajmer, Bhubaneshwar and Mysore started in 1963, the fourth one at Bhopal started in 1964.

All the four Regional Colleges of Education offered four-year integrated courses in Science leading to B.Sc.; B.Ed. degree. The four-year English course leading to B.A., B.Ed. degree was offered at Bhopal, Bhubaneshwar and Mysore. The four-year Commerce course leading to B.Com., B.Ed. degree was offered at Bhopal and Mysore. The four-year integrated courses were so designed that they satisfied not only the understanding and development of context area but also involve the pedagogical methodology of the concerned subject, some broad general education and appropriate vocationalisation or work experience relating to the development of the content.

However, these four year integrated courses were phased out on the recommendations of Nagchoudhry Review Committee appointed by the Ministry of Education for consideration of the programmes of the NCERT. The Committee observed that it did not think that teachers prepared under this programme would be definitely better than those prepared under one year traditional programme leading to B.Ed. degree.

These Regional Colleges have a provision of one-year B.Ed courses in Science, Commerce, Agriculture, Hindi, English, Urdu and Social Sciences. This is the usual teacher training programme prevalent all over the country but in the Regional Colleges of Education there are certain innovations and experimentations which are being carried out in this programme so as to influence the practice of teacher training in every College. For example, these Colleges have successfully implemented internship in teaching over a block period, internal evaluation and integrated content-*cum*-method course. These Colleges have also introduced training in work experience so that the teachers trained through the Regional Colleges of Education need not be further oriented in areas like work experience in order to teach them in the secondary schools. Further, these Colleges have also one year teacher training facilities in subjects like Commerce and Agriculture which are very rarely found elsewhere. Originally these Colleges had introduced one-year teacher-training Courses in Fine Art and Home Science but these courses were later on abolished due to non-availability of sufficient number of student-teachers for these courses.

The enrolment in these courses for 1977-78 may give a brief idea of the strength of the programmes of these Colleges.

	Science	Language	Commerce	Agriculture
Ajmer	80	104	40	20
Bhopal	61	68	33	13
Bhubaneshwar	74	47	—	—
Mysore	93	—	—	—

The Regional Colleges of Education have a programme of Summer School-*cum*-correspondence course leading to the B.Ed degree. This programme was started in 1966. The NCERT with the provision of this programme, has not only demonstrated its great concern about the backlog of untrained teachers but has also given a laudable and effective scheme for clearing the backlog. This Course is designed to form a connecting link between professional education and content-*cum*-methodology Course. The total duration of B.Ed training through summer schools would be about 14 months, including

two summer sessions of eight weeks each, during which period the candidate is required to stay on the campus of this College for an intensive instructional programme. The intervening period of ten months between the two summer sessions is utilised for a correspondence course and supervised field experiences including practice teaching. From the session 1977-78 the SSCCC has been revised and there are B.Ed (Secondary) and B.Ed (Elementary) have been introduced to meet the requirements of Secondary School teachers and Primary School teachers respectively.

The course has been very popular which can be verified from the enrolment during 1977-78 in this programme :

RCE, Ajmer	212
RCE, Bhopal	273
RCE, Mysore	230
RCE, Bhubaneshwar	350

These Colleges offer post-graduate Courses in education leading to M.Ed degree. At Ajmer, the Course is specialised in the field of Science Education. At Bhopal, the specialisation is in Elementary Education. Bhubaneshwar offers specialisation in curriculum construction, Educational Administration and Educational Measurement. The enrolment in these Courses during 1977-78 were as follows :

Ajmer	19
Bhopal	9
Bhubaneshwar	32

The RCE, Mysore offers a two-year post-graduate Course in the subjects of Physics, Chemistry and Mathematics together with the methodology of teaching. The enrolment in this Course in 1977-78 was 42.

These Colleges organize short in-service programmes on the basis of felt needs of the region or at the request of State Governments. They are also organizing Correspondence-cum-contact programme for Elementary teacher educators.

Publications

The publishing activity of NCERT is part of its total effort to improve the quality of education in India. It produces and distributes a wide range of publications in the field of education namely school text books, work books, teachers' guides, supplementary reading materials, educational Journals, pamphlets and brochures.

The category-wise break up during the last five years will show the publishing activity of the NCERT.

	1973-74	1974-75	1975-76	1976-77	1977-78
Text book	56		61	68	49 +50*
Supplementary Readers	11		9	11	5
Teachers' Guides & Work books	12		12	11	12
Research reports & Monographs	33		30	39	35
Journals	11		19	26	34

The Journals of the NCERT occupy pride of place. They cater to a wide range of teachers from the Primary School teachers to research workers. "The Primary Teacher"/"Primary Shikshak" published simultaneously in English and Hindi transmits to practising teachers and administrators authentic information about the educational policies being decided on and pursued at the Central level. It aims at giving meaningful and relevant material for direct use in the classroom. "Indian Educational Review" provides a medium for discrimination of educational research and exchange of experience among research workers, scholars, teachers and others working in the field of educational research. "The Journal of

*They are publications of the NCERT but were published by private publishers on behalf of the NCERT.

Indian Education'' provides a forum for teachers, teacher educators and research workers to encourage original and critical thinking in Education through discussion of current educational views.

The important publications of the NCERT related to Teacher Education are as follows :

- (a) Language Teaching and Learning in India (1974).
- (b) Field studies in Sociology of Education (1976).
- (c) Effective Teaching of History in India (1976).
- (d) Improving Civics Teaching—A Handbook for Secondary School Teachers (1976).
- (e) Teacher Education: Problems and Perspective—An Approach Paper (1977).
- (f) National Survey of Teacher Education at Elementary Level (1977).
- (g) Pre-Primary Teacher Education Curriculum (1977).
- (h) Organization of Training Programmes for method masters (1978).
- (i) Organization of Training Programme for Secondary Teachers (1978).
- (j) Teaching of Science by Using Local Resources (1978).
- (k) Self-learning lessons in Educational Psychology for B.Ed correspondence Courses (1978)
- (l) Teacher Education Curriculum—A Framework (1979).

Research Projects

The importance of research in teacher education cannot be over-emphasized and it is hardly surprising that one of the principal objectives of the NCERT is to undertake, aid, promote and co-ordinate research activity in all branches of education. The Departments of the NIE and the four Regional Colleges of Education have been conducting research projects. The NCERT also grants financial help for such projects undertaken by the persons outside the NCERT.

Some of the projects taken or financed by the NCERT in Teacher Education are as follows :

- (a) A Study on Promotion of Research in Teacher Training Institutions (1974) NCERT.
- (b) A Study of Manpower Planning for Teacher Education (1974) NCERT.
- (c) An Intensive Study of Innovations and Change and the Extent of their Teacher Training Institutions of Haryana (1974) Kurukshetra University.
- (d) Development of a Teacher Attitude Inventory and a Study of Change in Professional Attitude of Student Teacher (1974) BHU.
- (e) A Study of the Manpower Needs and Planning regarding Teacher Education (1974) Annamali University.
- (f) A Study of Impact of Training Programmes on Classroom Behaviour of Student-Teacher (1974) Government College of Education, Jabalpur.
- (g) Developing Model for Forecasting Teacher Requirement in a State (Haryana) (1977) NCERT.
- (h) Development of Evaluation Tools for the Assessment of B.Ed Practical Work (1977) NCERT.
- (i) Development of Teacher Education in the States (1977) NCERT.
- (j) Intensive Teacher Education Programme (At the Elementary Level) (1977) NCERT.
- (k) Intensive Teacher Education Programme (At the Secondary level) (1977) NCERT.
- (l) Qualitative Improvement of Teacher Education—Improvement of Student Teaching (1977) NCERT.
- (m) An Investigative Study of the Training Colleges of the Country (1977).
- (n) A Study of Effectiveness of Pre-Service Teachers Training Programme at Elementary Level in Rajasthan (1977).
- (o) Experimental Studies on Differential Effectiveness of Micro Teaching Components (1978) NCERT.
- (p) Development of Tools for Admission to Teacher Education Institutions (1978) NCERT.

- (q) Pre-Primary Teacher Training Institution—Information About (1978) NCERT.
- (r) A Study of Social Cohesion in Elementary, Secondary Teacher Training Institutions and its Relationships with Performance of the Students (1979).
- (s) A Study of the In-service needs of Secondary Teacher Educators (1979).
- (t) Development of Norms for Secondary Teacher Education Colleges (1979).
- (u) An Experimental Study of the Effectiveness of Different Strategy of Teaching skills acquired by the Student-teachers through the Technique of Micro-Teaching (1979).
- (v) Study Innovative Practice in Elementary and Secondary Teacher Education (1979).
- (w) Determining the optimum size of a Secondary Training College (1979).
- (x) Development of Tools for Admission to Teacher Education Institutions (1979).
- (y) Developing a Model for Forecasting Teacher Requirements in a State (1979).



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